

**Texas Education Agency  
Standard Application System (SAS)**

<b>2016–2017 Texas 21<sup>st</sup> Century Community Learning Centers, Cycle 9, Year 1</b>				
<b>Program authority:</b>	Elementary and Secondary Education Act Title IV, Part B as amended by the No Child Left Behind Act			<b>FOR TEA USE ONLY</b> <small>Write NOGA ID here:</small>
<b>Grant Period</b>	August 1, 2016, to July 31, 2017			<div style="writing-mode: vertical-rl; transform: rotate(180deg);"> <b>Received</b>  <b>Texas Education Agency</b>  <b>Document Control Center</b>  <b>Grants Administration</b> </div> <div style="writing-mode: vertical-rl; transform: rotate(180deg);"> <b>2016 MAR 29 PM 12: 23</b> </div>
<b>Application deadline:</b>	5:00 p.m. Central Time, March 29, 2016			
<b>Submittal information:</b>	<b>Three complete copies of the application, at least one with an original signature (blue ink preferred), must be received no later than the aforementioned time and date at this address:</b> <div style="text-align: center;"> Document Control Center, Division of Grants Administration  Texas Education Agency  1701 North Congress Ave  Austin, TX 78701-1494 </div>			
<b>Contact information:</b>	<a href="mailto:21stCentury@tea.texas.gov">21stCentury@tea.texas.gov</a>			
<b>Schedule #1—General Information</b>				
<b>Part 1: Applicant Information</b>				
Organization name	County-District #		Amendment #	
Houston Independent School District (HISD)	101912			
Vendor ID #	ESC Region #			DUNS #
74-6001255	4			0612921240
Mailing address		City	State	ZIP Code
4400 W. 18 <sup>th</sup> Street		Houston	TX	77092-8501
<b>Primary Contact</b>				
First name	M.I.	Last name	Title	
Jonnelle		Hollins	Manager, After School Prog.	
Telephone #	Email address		FAX #	
713-556-7122	<a href="mailto:JHOLLINS@houstonisd.org">JHOLLINS@houstonisd.org</a>		713-556-6814	
<b>Secondary Contact</b>				
First name	M.I.	Last name	Title	
Annetra		Piper	Manager, Grants	
Telephone #	Email address		FAX #	
713-556-6785	<a href="mailto:APIPER@houstonisd.org">APIPER@houstonisd.org</a>		713-556-7023	
<b>Part 2: Certification and Incorporation</b>				

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. **It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.**

**Authorized Official:**

First name	M.I.	Last name	Title
Kenneth		Huewitt	Interim Superintendent of Schools
Telephone #	Email address		FAX #
713-556-6300	<a href="mailto:HISDSuperintendent@houstonisd.org">HISDSuperintendent@houstonisd.org</a>		
Signature (blue ink preferred)	Date signed		

3/24/16
701-16-102-080

Only the legally responsible party may sign this application.

**Schedule #1—General Information (cont.)**

County-district number or vendor ID: 101912

Amendment # (for amendments only):

**Part 3: Schedules Required for New or Amended Applications**

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
2	Required Attachments and Provisions and Assurances	<input checked="" type="checkbox"/>	N/A
3	Certification of Shared Services	<input type="checkbox"/>	<input type="checkbox"/>
4	Request for Amendment	N/A	<input checked="" type="checkbox"/>
5	Program Executive Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6	Program Budget Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7	Payroll Costs (6100)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
8	Professional and Contracted Services (6200)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
9	Supplies and Materials (6300)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
10	Other Operating Costs (6400)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
11	Capital Outlay (6600)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
12	Demographics and Participants to Be Served with Grant Funds	<input checked="" type="checkbox"/>	<input type="checkbox"/>
13	Needs Assessment	<input checked="" type="checkbox"/>	<input type="checkbox"/>
14	Management Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
15	Project Evaluation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
16	Responses to Statutory Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
17	Responses to TEA Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
18	Equitable Access and Participation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
19	Private Nonprofit School Participation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
21	Program Information Addendum	<input checked="" type="checkbox"/>	N/A

**\*IMPORTANT NOTE FOR COMPETITIVE GRANTS:** Schedules #7, #8, #9, #10 and #11 are required schedules if any dollar amount is entered for the corresponding class/object code on Schedule #6—Program Budget Summary. For example, if any dollar amount is budgeted for class/object code 6100 on Schedule #6—Program Budget Summary, then Schedule #7—Payroll Costs (6100) is required. If it is either blank or missing from the application, **the application will be disqualified.**

**Part 4: Single Audit Compliance for IHEs and Nonprofit Organizations**

**INSTRUCTIONS:** This part of Schedule #1 is required only for colleges, universities, and nonprofit organizations (other than open-enrollment charter schools)

Enter the start and end dates of your fiscal year in Section 1.

In Section 2, check the appropriate box to indicate whether or not your organization is included in the annual statewide single audit. Public IHEs are generally included, and nonprofit organizations are generally not included.

**Section 1: Applicant Organization's Fiscal Year**

Start date (MM/DD):

End date (MM/DD):

**Section 2: Applicant Organizations and the Texas Statewide Single Audit**Yes: ☐No: ☐**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

**Schedule #2—Required Attachments and Provisions and Assurances**

County-district number or vendor ID: 101912

Amendment # (for amendments only):

**Part 1: Required Attachments**

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
1.	Nonprofit organizations, excluding ISDs and open-enrollment charter schools	Proof of nonprofit status (see <u>General and Fiscal Guidelines</u> , Required Fiscal-Related Attachments, for details)
#	Name of Required Program-Related Attachment	Description of Required Program-Related Attachment
1.	Written Agreements	Written agreements or memoranda of understanding are required for partnerships involving school districts, community-based organizations, or other organizations that work on behalf of the contractor to manage the daily operations of the program. Written agreements are also required for partners that are significantly involved in the development and/or implementation of the program. They are not required for providers of single services, such as a physical activity provider or instructional coach. For example, a district may act as the fiscal agent but manage a contract for a provider to operate the program or host programs at school or non-school locations.

**Part 2: Acceptance and Compliance**

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

**Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.**

X	Acceptance and Compliance
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>General and Fiscal Guidelines</u> .
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the program guidelines for this grant.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with all <u>General Provisions and Assurances</u> requirements.
<input checked="" type="checkbox"/>	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all <u>Debarment and Suspension Certification</u> requirements.
<input checked="" type="checkbox"/>	I certify that this organization does not spend federal appropriated funds for lobbying activities and certify my acceptance of and compliance with all <u>Lobbying Certification</u> requirements.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with <u>No Child Left Behind Act of 2001 Provisions and Assurances</u> requirements.

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**Schedule #2—Required Attachments and Provisions and Assurances**

County-district number or vendor ID: 101912

Amendment # (for amendments only):

**Part 3: Program-Specific Provisions and Assurances**☒ I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that funds awarded under this program will be used to increase the level of state, local, and other non-federal funds that would, in the absence of funds under this part, be made available for programs and activities authorized under this part, and in no case supplant federal, state, local, or non-federal funds.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	The applicant provides assurance that the program will take place in a safe and accessible facility.
4.	The applicant provides assurance that the proposed program was developed, and will be carried out in active collaboration with the schools that students attend.
5.	The applicant provides assurance that the program will target students who attend schools eligible for schoolwide programs and the families of such students.
6.	The applicant provides assurance that the community has been given notice of an intent to submit an application and that the application and any waiver request will be available for public review after submission of the application.
7.	The applicant provides assurance that it has selected feeders and centers in a manner designed to serve students that are most in need of the additional services based on a comprehensive systematic assessment of the needs of students and families and the resources of campuses and the community. The applicant also provides assurance that it will annually conduct a needs assessment and an updated program implementation plan based on the results of the annual needs assessment.
8.	The applicant provides assurance that it will comply with all reporting schedules and deadlines including data entry schedules, as required for state and federal reporting.

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**Schedule #3—Certification of Shared Services**

County-district number or vendor ID: 101912

Amendment # (for amendments only):

I, as one of the below member entity authorized officials, certify that to the best of my knowledge, the information contained in this application is correct and complete, that the entity that I represent has authorized me to file this application, and that such authorization action is recorded in the minutes of the local agency's board meeting.

The participating or intermediate education agency named has been designated as the administrative and fiscal agent for this project and is authorized to receive and expend funds for the conduct of this project. The fiscal agent is accountable for all shared services arrangement (SSA) activities and is therefore responsible for ensuring that all funds including payments to members of SSAs are expended in accordance with applicable laws and regulations.

All participating agencies have entered into a written SSA agreement that describes the responsibilities of the fiscal agent and SSA members, including the refund liability that may result from on-site monitoring or audits and the final disposition of equipment, facilities, and materials purchased for this project from funds specified below.

It is understood that the fiscal agent is responsible for the refund for any exceptions taken as a result of on-site monitoring or audits; however, based upon the SSA agreement, which must be on file with the fiscal agent for review, the fiscal agent may have recourse to the member agencies where the discrepancy(ies) occurred.

Any additional funds that result from an increase will not require additional signatures. Each member identified below acknowledges accountability for the requirements contained in the provisions and assurances listed in Schedule #2, Parts 2 and 3, as applicable. Each member entity certifies its agreement to participate in this SSA, as stated throughout this grant application.

#	County-District # and Name	Authorized Official Name and Signature	Telephone Number and Email Address	Funding Amount
<b>Fiscal Agent</b>				
1.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
<b>Member Districts</b>				
2.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
3.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
4.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
5.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
6.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
7.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
8.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	

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By TEA staff person:

**Schedule #3—Certification of Shared Services (cont.)**

County-district number or vendor ID: 101912			Amendment # (for amendments only):	
#	County-District # and Name	Authorized Official Name and Signature	Telephone Number and Email Address	Funding Amount
<b>Member Districts</b>				
9.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
10.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
11.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
12.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
13.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
14.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
15.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
16.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
17.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
18.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
19.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
20.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
<b>Grand total:</b>				

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By TEA staff person:

**Schedule #4—Request for Amendment**

County-district number or vendor ID: 101912

Amendment # (for amendments only):

**Part 1: Submitting an Amendment**

This schedule is used to amend a grant application that has been approved by TEA and issued a Notice of Grant Award (NOGA). **Do not submit this schedule with the original grant application.** Refer to the instructions to this schedule for information on what schedules must be submitted with an amendment.

An amendment may be submitted by mail **or** by fax. Do not submit the same amendment by both methods. Amendments submitted via email will not be accepted.

If the amendment is mailed, submit three copies of each schedule pertinent to the amendment to the following address: Document Control Center, Division of Grants Administration, Texas Education Agency, 1701 N. Congress Ave., Austin, TX 78701-1494.

If the amendment is faxed, submit one copy of each schedule pertinent to the amendment to either of the following fax numbers: (512) 463-9811 or (512) 463-7915.

The last day to submit an amendment to TEA is listed on the TEA Grant Opportunities page. An amendment is effective on the day TEA receives it in substantially approvable form. All amendments are subject to review and approval by TEA.

**Part 2: When an Amendment Is Required**

For all grants, regardless of dollar amount, prior written approval is required to make certain changes to the application. Refer to the "When to Amend the Application" guidance posted in the Amendment Submission Guidance section of the Division of Grants Administration Administering a Grant page to determine when an amendment is required for this grant. Use that guidance to complete Part 3 and Part 4 of this schedule.

**Part 3: Revised Budget**

			A	B	C	D
#	Schedule #	Class/ Object Code	Grand Total from Previously Approved Budget	Amount Deleted	Amount Added	New Grand Total
1.	Schedule #7: Payroll	6100	\$	\$	\$	\$
2.	Schedule #8: Contracted Services	6200	\$	\$	\$	\$
3.	Schedule #9: Supplies and Materials	6300	\$	\$	\$	\$
4.	Schedule #10: Other Operating Costs	6400	\$	\$	\$	\$
5.	Schedule #11: Capital Outlay	6600	\$	\$	\$	\$
6.	Total direct costs:		\$	\$	\$	\$
7.	Indirect cost ( %):		\$	\$	\$	\$
8.	Total costs:		\$	\$	\$	\$

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By TEA staff person:

**Schedule #4—Request for Amendment (cont.)**

County-district number or vendor ID: 101912

Amendment # (for amendments only):

**Part 4: Amendment Justification**

Line #	Schedule # Being Amended	Description of Change	Reason for Change
1.			
2.			
3.			
4.			
5.			
6.			
7.			

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By TEA staff person:



**Schedule #5—Program Executive Summary**

County-district number or vendor ID: 101912

Amendment # (for amendments only):

Provide an overview of the program you plan to deliver. Be sure to address fundamental issues such as an overview of your community, the need for the program, and a general description of the program to be implemented. Be sure to align your description with the purpose and goals of this Request for Application. Address new and expanded services that will be made available by the program. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

The Houston Independent School District (Houston ISD) is applying for the 21st Century Community Learning Center Texas ACE (Texas ACE) grant in order to prepare students for postsecondary education and the workforce. As the largest school district in Texas, educating 215,000 students at 283 schools across 310 square miles, Houston ISD has a diverse student population with varying needs. This application proposes to serve students at 10 schools who come from high poverty, inner-city areas that do not have the household income to fully access the educational and cultural resources within the greater Houston area. The Houston ISD program will provide 1) increased academic support services to students; 2) activities that accelerate learning in a fun and relaxed atmosphere; 3) quality, engaging, enriching learning activities that will keep students involved in school; 4) a safe and secure environment; 5) a caring environment for family members to participate in activities that are of interest to them; 6) expanded student awareness of college and career opportunities; and 7) activities that focus on research-based strategies and interventions for students who are in danger or at risk of referral to disciplinary facilities or academic failure. The goals of the 21st Century CLC grant are directly related to the district and campus primary goals of increasing student achievement, providing a safe environment, and creating a positive district culture.

**Need for the Program:** Houston ISD conducted a thorough needs assessment to identify campuses with a high need for out-of-school programs. The needs assessment included an analysis of census demographic data and data from the 2014-2015 school year (e.g., STAAR results, campus poverty rates, attendance, promotion, and graduation rates, disciplinary referrals, number of student absences, schools with low-parental involvement, schools with no out-of-school time program, and students who live in high juvenile crime zip codes). The ten schools were selected based on having at least 40% or more students identified as economically disadvantaged, and/or a school eligible for school-wide programs under Title I, Section 1114, having a significant need to increase student academic achievement, and a need to improve family literacy, as well as never having participated in a 21st Century Community Program. Once chosen, schools reviewed common barriers expressed by survey results of parents regarding transportation, activities, and other services. These schools have multiple needs; therefore, it was important that the district prioritize the needs. Nine of the ten schools are Improvement Required (IR) with the remaining school feeding into IR schools. Three of the schools are from the former North Forest ISD which was ordered to be closed by the state and absorbed into Houston ISD. On average, 84% of the students at the proposed schools are economically disadvantaged as determined by eligibility for federally-funded free/reduced-lunch programs, higher than the district (76%) and Texas (59%). None of these schools have had the program before. The targeted population for the proposed project includes approximately 6,800 youth, in grades K-12, and 3,000 adults. The district-level needs assessment was designed by the Houston ISD Grants Department and evaluated for efficacy. Schools conducted campus level needs assessments and student, parent, and teacher surveys were used for program design. If awarded, the Site Coordinator and Shared Decision Making Council at each school, along with the District Coordinator and the Community Advisory Council, will provide feedback on changing the needs assessment process as appropriate.

**New and Expanded Services:** The proposed programs at the ten schools will consist of activities and classes including the components of academic assistance, enrichment, family and parental support services, and college and workforce readiness, such as academic assistance classes, homework help, technology classes, fine arts, college exploration, and physical fitness. Because the principals care about their students'

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**Schedule #5—Program Executive Summary (cont.)**

County-district number or vendor ID: 101912

Amendment # (for amendments only):

Provide an overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

safety, a couple of the schools have attempted to have a semblance of an after school program, but limited funding prevents them from being as productive as they would like. The planned after school program will allow each student mandatory time to participate in a tutorial or academic based activity, followed by a choice of at least two enrichment, education, and/or workforce/college/career activities each day. Parents will have an opportunity to participate in GED/ABE, ESL, computer, or parenting classes, in addition to other activities in the program. Adapting instruction to meet student needs will be evident by various intervention strategies such as the following: (1) differentiated instruction that corresponds to the Response to Intervention (RtI) tiers; (2) scaffolding; and (3) project-based learning. The use of interventions will be student-centered and based on information from student data. Such instructional strategies may be small group instruction for students in Tier II and Tier III and implementation during the after school hours of modifications/accommodations used during the regular school day into the after school tutorial block for students with special needs. Services will be provided for special needs students with coordinated consultation between the Texas ACE tutors and Special Education staff. Adapting instruction during the after school hours will be just as critical as adapting instruction during the regular school day for students with special needs.

The budget is based on the needs of the community and the number of students that will be served. Each school determined the number of students on their campus who needed intensive support during the after school hours. Students require support for the following reasons: academic shortcomings, dropout prevention, at risk of failure/retention, having a parent who is incarcerated, and/or demonstrated behavioral issues that could lead them to a juvenile justice system. School staff surveyed the students and community members/parents to determine the types of programs that they would prefer to have in the after school program. Based on the needs and preferences of the school community, the schools determined the kind of programs they would offer and the budget to support the program.

Houston ISD's grant will be managed through the After Schools Program Department at the district office. A Project Director and Family Engagement Specialist will be hired to work with the 10 Site Coordinators. The Director will ensure compliance with state and federal requirements, as well as provide implementation support and training to the schools to ensure high quality programming. The Director will coordinate the program evaluation overseeing the bid process and execution of the evaluation at the district and campus level as well as ensure the sites are following the guidelines of Texas ACE. Detailed in the application is the description of how Houston ISD will meet all statutory and TEA requirements. Houston ISD is committed to the goal that all students will graduate prepared for post-secondary education and the workforce and will provide students with academic assistance, enriching activities, college and workforce readiness support, and services to families. The district will implement programs that reduce dropout rates, improve academic performance, attendance, behavior, graduation and promotion rates. The proposed schools are excited to begin this work and are fully committed to its long term implementation. The schools' leadership is working with their staff, families, and partners to identify additional funding streams with an eye toward sustainability in order to effectively continue the program when funding ends.

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**Schedule #6—Program Budget Summary**

County-district number or vendor ID: 101912	Amendment # (for amendments only):
Program authority: Elementary and Secondary Education Act Title IV, Part B as amended by NCLB	
Grant period: August 1, 2016, to July 31, 2017	Fund code/shared services arrangement code: 265/352

**Budget Summary**

Schedule #	Title	Class/ Object Code	Program Cost	Admin Cost	Total Budgeted Cost
Schedule #7	Payroll Costs (6100)	6100	\$1,274,416	\$25,000	\$1,299,416
Schedule #8	Professional and Contracted Services (6200)	6200	\$225,851	\$30,000	\$255,851
Schedule #9	Supplies and Materials (6300)	6300	\$94,226	\$0	\$94,226
Schedule #10	Other Operating Costs (6400)	6400	\$80,963	\$0	\$80,963
Schedule #11	Capital Outlay (6600)	6600	\$40,455	\$0	\$40,455
	Consolidate Administrative Funds			<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
Total direct costs:			\$1,715,911	\$55,000	\$1,770,911
3.713% indirect costs (see note):			N/A	\$29,089	\$29,089
Grand total of budgeted costs (add all entries in each column):			\$1,715,911	\$84,089	\$1,800,000

  

Shared Services Arrangement				
6493	Payments to member districts of shared services arrangements	\$	\$	\$

  

Administrative Cost Calculation	
Enter the total grant amount requested:	\$1,770,911
Percentage limit on administrative costs established for the program (5%):	× .05
Multiply and round down to the nearest whole dollar. Enter the result. This is the maximum amount allowable for administrative costs, including indirect costs:	\$88,545.55

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. If indirect costs are claimed, they are part of the total grant award amount. They are not in addition to the grant award amount.

Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Do not submit an amendment solely for the purpose of budgeting indirect costs.

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<b>Schedule #7—Payroll Costs (6100)</b>				
County-district number or vendor ID: 101912			Amendment # (for amendments only):	
Employee Position Title		Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded	Grant Amount Budgeted
<b>Academic/Instructional</b>				
1	Teacher			\$
2	Educational aide			\$
3	Tutor			\$
<b>Program Management and Administration</b>				
4	Project director (required)	1		\$77,800
5	Site coordinator (required)	10		\$450,000
6	Family engagement specialist (required)	1		\$62,800
7	Secretary/administrative assistant		.5	\$25,000
8	Data entry clerk			\$
9	Grant accountant/bookkeeper			\$
10	Evaluator/evaluation specialist			\$
<b>Auxiliary</b>				
11	Counselor			\$
12	Social worker			\$
<b>Education Service Center (to be completed by ESC only when ESC is the applicant)</b>				
13	ESC specialist/consultant			\$
14	ESC coordinator/manager/supervisor			\$
15	ESC support staff			\$
16	ESC other			\$
17	ESC other			\$
18	ESC other			\$
<b>Other Employee Positions</b>				
19	Title			\$
20	Title			\$
21	Title			\$
22	Subtotal employee costs:			<b>\$615,600</b>
<b>Substitute, Extra-Duty Pay, Benefits Costs</b>				
23	6112	Substitute pay		\$0
24	6119	Professional staff extra-duty pay		\$459,507
25	6121	Support staff extra-duty pay		\$67,500
26	6140	Employee benefits		\$156,809
27	61XX	Tuition remission (IHEs only)		\$
28	Subtotal substitute, extra-duty, benefits costs			<b>\$683,816</b>
29	<b>Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):</b>			<b>\$1,299,416</b>

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

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By TEA staff person:

Schedule #8—Professional and Contracted Services (6200)		
County-district number or vendor ID: 101912		Amendment # (for amendments only):
NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.		
Professional and Contracted Services Requiring Specific Approval		
Expense Item Description		Grant Amount Budgeted
6269	Rental or lease of buildings, space in buildings, or land	\$
	Specify purpose:	
• Subtotal of professional and contracted services (6200) costs requiring specific approval:		\$
Professional and Contracted Services		
#	Description of Service and Purpose	Grant Amount Budgeted
1	Health/Fitness/Nutrition	39,900
2	Performing and Visual Arts	53,400
3	Parent Involvement/Education	20,387
4	Science Enrichment	31,500
5	Technology	26,964
6	Academic Support	19,200
7	Sports	32,000
8	External Evaluator	30,000
9	Character Education - Leadership	2,500
10		\$
11		\$
12		\$
13		\$
14		\$
• Subtotal of professional and contracted services:		\$255,851
• Remaining 6200—Professional and contracted services that do not require specific approval:		\$0
(Sum of lines a, b, and c) Grand total		\$255,851

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

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**Schedule #9—Supplies and Materials (6300)**

County-District Number or Vendor ID: 101912		Amendment number (for amendments only):
<b>Expense Item Description</b>		<b>Grant Amount Budgeted</b>
6300	Total supplies and materials that do not require specific approval:	\$94,226
<b>Grand total:</b>		<b>\$94,226</b>

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

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<b>Schedule #10—Other Operating Costs (6400)</b>		
County-District Number or Vendor ID: 101912		Amendment number (for amendments only):
<b>Expense Item Description</b>		<b>Grant Amount Budgeted</b>
6411	Out-of-state travel for employees. Must be allowable per Program Guidelines and must attach Out-of-State Travel Justification Form.	\$25,482
6412	Travel for students to conferences (does not include field trips). Requires authorization in writing.	\$0
	Specify purpose:	
6412/ 6494	Educational Field Trip(s). Must be allowable per Program Guidelines.	\$7,800
6413	Stipends for non-employees other than those included in 6419	\$
6419	Non-employee costs for conferences. Requires authorization in writing.	\$
Subtotal other operating costs requiring specific approval:		\$33,282
	Remaining 6400—Other operating costs that do not require specific approval:	\$47,681
<b>Grand total:</b>		<b>\$80,963</b>

In-state travel for employees does not require specific approval.

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

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<b>Schedule #11—Capital Outlay (6600)</b>				
County-District Number or Vendor ID: 101912			Amendment number (for amendments only):	
#	Description and Purpose	Quantity	Unit Cost	Grant Amount Budgeted
<b>6669—Library Books and Media (capitalized and controlled by library)</b>				
1		N/A	N/A	\$
<b>66XX—Computing Devices, capitalized</b>				
2	Laptops for coordinators	6	\$1,000	\$6,000
3	Ipads for student use	86	\$399	\$34,455
4			\$	\$
5			\$	\$
6			\$	\$
7			\$	\$
8			\$	\$
9			\$	\$
10			\$	\$
11			\$	\$
<b>66XX—Software, capitalized</b>				
12			\$	\$
13			\$	\$
14			\$	\$
15			\$	\$
16			\$	\$
17			\$	\$
18			\$	\$
<b>66XX—Equipment, furniture, or vehicles</b>				
19			\$	\$
20			\$	\$
21			\$	\$
22			\$	\$
23			\$	\$
24			\$	\$
25			\$	\$
26			\$	\$
27			\$	\$
28			\$	\$
<b>66XX—Capital expenditures for additions, improvements, or modifications to capital assets that materially increase their value or useful life (not ordinary repairs and maintenance)</b>				
29				\$
<b>Grand total:</b>				<b>\$40,455</b>

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

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**Schedule #12—Demographics and Participants to Be Served with Grant Funds**

County-district number or vendor ID: 101912

Amendment # (for amendments only):

**Part 1: Student Demographics.** Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use the comments section to add a description of any data not specifically requested that is important to understanding the population to be served by this grant program.

<b>Total enrollment:</b>			<b>6472</b>	
Category	Number	Percentage	Category	Percentage
African American	4286	66%	Attendance rate	94%
Hispanic	2458	32%	Annual dropout rate (Gr 9-12)	4.7%
White	87	1%	Students taking the ACT and/or SAT	41%
Asian	15	.05%	Average SAT score (number value, not a percentage)	1098
Economically disadvantaged	5740	84%	Average ACT score (number value, not a percentage)	15.6
Limited English proficient (LEP)	1444	19%	Students classified as "at risk" per Texas Education Code §29.081(d)	80%
Disciplinary placements	226	8%		

**Comments**

More than 84% of the students at these schools are considered economically disadvantaged (ED), an indicator of poverty. The ED rate for the students at the proposed schools is much higher than that of the district (75.6%) and the state (58.8%). Nine of the ten schools included in the grant proposal have an accountability rating of Improvement Required (IR). The one school without an IR designation is an elementary feeder school to the IR-rated middle and high schools included in the proposal (formerly North Forest ISD schools, a district that was closed by the state and absorbed into Houston ISD). Additionally, the annual dropout rate for the high school (4.7%) included in the proposal is higher than the district (3.2%) and the state (2.2%). Fewer students at the proposed high school took the college-readiness SAT or ACT tests than the state at 66.3%. Even though the district allows the SAT/ACT tests to be taken during the school day and pays for it for the students, which accounts for the district having 98.9% of students taking the test, only 41% of the students at the proposed grant high school took the SAT and/or ACT, with scores considerably lower than both the district and the state. Students classified as "at risk" at the proposed schools was much higher than the district (71.6%) or the state (51.2%) at 80%. These data were retrieved from the Texas Academic Performance Report (TAPR), 2014-2015. Research of other district schools that have had the 21st Century CLC program, demonstrate a higher level of academic achievement than schools that have not had the program. These schools have not had the program. There is a strong need for the 21st Century CLC.

**Part 2: Teacher Demographics.** Enter the data requested. If data is not available, enter DNA.

Category	Number	Percentage	Category	Number	Percentage
African American	238	71%	No degree	4	1%
Hispanic	46	12%	Bachelor's degree	232	66%
White	59	14%	Master's degree	116	33%
Asian	8	2%	Doctorate	2	.05%
1-5 years exp.	137	36%	Avg. salary, 1-5 years exp.	49,721	N/A
6-10 years exp.	71	21%	Avg. salary, 6-10 years exp.	51,969	N/A
11-20 years exp.	90	28%	Avg. salary, 11-20 years exp.	54,910	N/A

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Over 20 years exp.	28	9%	Avg. salary, over 20 years exp.		65,973	N/A									
<b>Schedule #12—Demographics and Participants to Be Served with Grant Funds (cont.)</b>															
County-district number or vendor ID: 101912										Amendment # (for amendments only):					
<b>Part 3: Students to Be Served with Grant Funds.</b> Enter the number of students in each grade, by type of school, projected to be served under the grant program.															
<b>School Type</b>	<b>PK (3-4)</b>	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>	<b>11</b>	<b>12</b>	<b>Total</b>
Public	484	726	750	771	778	730	677	303	336	302	342	226	245	205	6875
Open-enrollment charter school															
Public institution															
Private nonprofit															
Private for-profit															
<b>TOTAL:</b>	<b>484</b>	<b>726</b>	<b>750</b>	<b>771</b>	<b>778</b>	<b>730</b>	<b>677</b>	<b>303</b>	<b>336</b>	<b>302</b>	<b>342</b>	<b>226</b>	<b>245</b>	<b>205</b>	<b>6875</b>

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**Schedule #13—Needs Assessment**

County-district number or vendor ID: 101912

Amendment # (for amendments only):

**Part 1: Process Description.** A needs assessment is a systematic process for identifying and prioritizing needs and resources. Needs are defined as the area, or gap, between current performance and the desired result. Describe the process for objectively assessing the needs and resources for this program, including a description of the process for prioritizing multiple needs and aligning proposed activities to meet the needs, including the needs of working families. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Houston ISD conducted a thorough needs assessment to identify ten campuses with a high need for out-of-school time programs through a comprehensive assessment of school- and community-level data sources, and a process of key stakeholder input (i.e., students, parents, administrators, teachers, and community members), which identified significant student/family needs. The needs assessment included an analysis of census demographic data and data from the TAPR for the 2014-2015 school year (e.g., STAAR results, poverty rates, attendance rates, promotion rates, disciplinary referrals, graduation rates, and number of student absences). The analysis also included a review of schools with low-parental involvement, schools that have never had a 21st Century CLC program, and students who live in high juvenile crime zip codes. Data was also analyzed from the U.S. Census. The ten schools were selected based on having at least 40% or more students identified as economically disadvantaged, and/or a school eligible for school-wide programs under Title I, Section 1114, having a significant need to increase student academic achievement, and a need to improve family literacy, as well as never participating in a 21st Century Community Program. Once chosen, schools reviewed common barriers expressed by survey results of parents regarding transportation, activities, and other services. These schools have multiple needs; therefore, it was important that the district prioritize the needs. **Need 1:** Nine of the ten schools are Improvement Required (IR) with the remaining school feeding into IR schools. It is imperative that the district provide extra supports in the area of academic assistance to these students so that they can have an opportunity for success in life. This project will provide tutorials and homework help to assist students in areas of weakness in core subjects and other academic subjects, as well as STEM academic enrichment opportunities in thought-provoking, hands-on projects, and computer-based programs to improve Reading and Math competency. The results from the schools' academic data show that students need additional enrichment and academic assistance to prepare for academic success. **Need 2:** Safety is a critical component of the 21st Century CLC program and is very important to Houston ISD. Houston ISD not only completed an analysis of disciplinary infractions at the schools, most importantly, it completed one of the community. In recent years (Neighborhood Scout, 2013 and 2015), Houston had two zip codes included on the 25 Most Dangerous Zip Codes in America list. At least five schools included in the proposal are in or near zip codes 77051 (2nd most dangerous in America) and 77004 and 77003 (tied as 15th most dangerous in America). Students need safe, nurturing environments during after school hours. **Need 3:** Based on the demographics of the students at the proposed grant schools, it is important to focus on developing the whole child. Eighty-four percent of the student population is considered economically disadvantaged and 80% are at risk of not graduating from high school. In addition, many students do not participate in constructive after school programs outside of the school setting. Parents of these students typically do not have a formal education beyond high school; therefore, skills needed at home to support homework are not available. According to 2010-2014 American Community Survey 5-Year estimates (US Census Bureau) data, the ten identified schools are located in communities with significant socio-economic barriers. The average percentage of households living below the Federal Poverty Level (FPL) with children under the age of 18 is 34% as compared to the city of Houston at 22%. The highest percentage below the FPL is 49.8% which is also one of the areas with the highest crime rate in the city and shown as number two on the most dangerous cities in America list. FPL, annually set by the U.S. Department of Health and Human Services (DHHS), is defined as the "set minimum amount of gross income that a family needs for food, clothing, transportation, shelter, and other necessities" (\$24,250 for a family of 4). Additionally, the targeted area data show that the percentage of female heads of households in this targeted area is at least five times greater than male heads of households. Most startling was that 45% of these students are being raised by a grandparent, which is generally caused by the parent being incarcerated or on drugs. The Annie E. Casey Foundation (2011) identified Harris County as leading all Texas cities for children with incarcerated parents." The proposed project will address and increase the academic performance, attendance, behavior, and promotion/graduation rates of the ten schools. There is a need for affordable after-school programs that address physical and recreational education, as well as cultural programs. There is also a need to provide access to fine arts and increase knowledge in academic areas, such as science and math, and provide physical and health-related activities, as well as provide students with college/career exploration and preparation opportunities. **Need 4:** Attendance at the majority of schools is below the district and state average. **Need 5:** Parents need training in the areas of ABE/GED programs, ESL, parental support to children, basic life skills, and other supports, etc.

**Schedule #13—Needs Assessment (cont.)****For TEA Use Only**

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County-district number or vendor ID: 101912

Amendment # (for amendments only):

**Part 2: Alignment with Grant Goals and Objectives.** List the five highest-priority "Identified Needs", in order of importance with 1 being the highest level of importance, that the needs assessment process produced. Describe how this proposal would effectively address the need and attain the desired result, including the needs of working families. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Identified Need	How Implemented Grant Program Would Address
1.	Increase academic achievement in reading and math	<ul style="list-style-type: none"> <li>• Provide academic intervention in reading</li> <li>• Provide academic intervention in math</li> <li>• Provide enrichment activities related to science, technology, engineering, and math (STEM)</li> <li>• Provide enrichment classes and activities connecting the arts to the core subjects</li> <li>• Provide homework help</li> <li>• Provide small group instruction and tutoring</li> </ul>
2.	Provide a safe, nurturing environment during the after-school time hours	<ul style="list-style-type: none"> <li>• Provide safe, structured out-of-school time activities</li> <li>• Provide security/police officers to ensure a safe environment during the program</li> <li>• Provide classes on gang awareness and safety</li> <li>• Provide activities for students and their parents on drug awareness and staying drug-free</li> <li>• Provide activities that promote cultural proficiency and community engagement</li> </ul>
3.	Address the need to educate the whole child	<ul style="list-style-type: none"> <li>• Provide programs that broaden the scope of the arts, sciences, and physical education activities for students</li> <li>• Provide opportunities for students to have educational and academically enriching field trips and experiences</li> <li>• Provide activities that allow students to learn character-building skills</li> <li>• Provide opportunities for mentorships to students</li> <li>• Provide fun activities after school to encourage students to attend the school day in order to participate</li> </ul>
4.	Improve attendance and behavior	<ul style="list-style-type: none"> <li>• Provide fun, interactive, and high interest after-school activities each day which will encourage students to have good behavior, attend school, and participate in the after-school program</li> <li>• Provide program classes that are varied and allow for students to want to attend out-of-school time activities</li> <li>• Track attendance and behavior of participants and provide incentives for students that attend regularly</li> <li>• Increase parental accountability for attendance</li> </ul>
5.	Increase parental involvement	<ul style="list-style-type: none"> <li>• Provide programs for parents and community members that are of interest to them</li> <li>• Provide training in the areas of ABE/GED programs and ESL for parents to increase their education skills</li> <li>• Provide parental activities to adults on basic life skills and support i.e. learning proper nutrition, banking, resume writing, etc. to increase their success in life</li> <li>• Provide student showcases for parents to attend to see what students learned in the program</li> </ul>

**Schedule #14—Management Plan****For TEA Use Only**

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By TEA staff person:

County-district number or vendor ID: 101912			Amendment # (for amendments only):	
<b>Part 1: Staff Qualifications.</b> List the titles of the primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program, along with desired qualifications, experience, and any requested certifications. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.				
#	Title	Desired Qualifications, Experience, Certifications		
1.	Project Director	The Project Director for Texas ACE, Cycle 9 should have served as a Site Coordinator and/or Project Director in previous grant cycles. The Project Director should be a certified teacher.		
2.	Site Coordinator(s)	Site Coordinators will be responsible for implementation, supervision, and quality of the Texas ACE program. The minimum educational requirements are a bachelor's degree, 1 to 3 years of work experience, excellent communication skills, and outstanding problem solving skills.		
3.	Family Engagement Specialist	The Family Engagement Specialist should have served as a Site Coordinator, District Coordinator, and/or Family Engagement Specialist in previous grant cycles. The Family Engagement Specialist should be a certified teacher, bilingual preferred.		
4.	External Evaluator	The external evaluator will be a highly qualified researcher with experience in the evaluation of federal and state grant initiatives. The researcher must have extensive knowledge of assessment processes and tools that validate measures of an effective after-school program.		
5.				
<b>Part 2: Milestones and Timeline.</b> Summarize the major objectives of the planned project, along with defined milestones and projected timelines. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.				
#	Objective	Milestone	Begin Activity	End Activity
1.	Improve Academic Performance	1. Increase in students making passing class grades	09/06/2016	05/15/2017
		2. Increased performance on benchmark tests	09/06/2016	05/15/2017
		3. Increased performance on Reading STAAR	09/06/2016	05/15/2017
		4. Increased performance on Math STAAR	09/06/2016	05/15/2017
		5. Increase in the percentage of homework completed	09/06/2016	05/15/2017
2.	Improve Attendance	1. Increased percentage in daily attendance	09/06/2016	05/15/2017
		2. Increased percentage in class attendance	09/06/2016	05/15/2017
		3. Decrease in the number of students who skip class	09/06/2016	05/15/2017
		4. Increased parent participation for student support	09/06/2016	05/15/2017
		5. Increased number of students receiving perfect attendance recognition in school	09/06/2016	05/15/2017
3.	Improve Behavior	1. Decreased number of out-of-school suspensions	09/06/2016	08/15/2017
		2. Decreased number of students in detention	09/06/2016	08/15/2017
		3. Increase in the number of school leaders	09/06/2016	08/15/2017
		4. Decrease in student referrals to the school office	09/06/2016	08/15/2017
		5. Decrease in the number of repeat offenses	09/06/2016	08/15/2017
4.	Improve Promotion Rates	1. Decrease in the number of students in summer school	06/01/2017	08/15/2017
		2. Increased number of students promoted to the next grade level	09/06/2016	05/15/2017
		3. Decrease in the number of over-age students	09/06/2016	05/15/2017
		4. Increased % of students reading on grade level	09/06/2016	05/15/2017
5.	Improve Graduation Rates	1. Decreased drop out rates	09/06/2016	05/15/2017
		2. Increased graduation rates	09/06/2016	05/15/2017
		3. Increased number of students taking the SAT/ACT	09/06/2016	05/15/2017
		4. Increased number of students graduating on time	09/06/2016	05/15/2017
		5. Increased number of students completing the FAFSA	09/06/2016	05/15/2017
<b>Unless pre-award costs are specifically approved by TEA, grant funds will be used to pay only for activities occurring between the beginning and ending dates of the grant, as specified on the Notice of Grant Award.</b>				
<b>Schedule #14—Management Plan (cont.)</b>				
County-district number or vendor ID: 101912			Amendment # (for amendments only):	
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**Part 3: Feedback and Continuous Improvement.** Describe the process and procedures your organization currently has in place for monitoring the attainment of goals and objectives. Include a description of how the plan for attaining goals and objectives is adjusted when necessary and how changes are communicated to administrative staff, teachers, students, parents, and members of the community. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The 21st Century program will use the Texas ACE Blueprint, Cycle 9 as the foundation for developing the goals and objectives for this program. The After School Programs Department develops SMART goals in collaboration with other departments in the district. This process brings all district stakeholders together to ensure the success of the program. These goals are revisited regularly to revise and adjust them as needed. To assure program compliance, the After School Programs Department facilitates monthly meetings to disseminate information to Site Coordinators and district stakeholders. The department also offers professional development and/or training opportunities, shares research based best practices and meets with the technical assistance coordinator (TAC). Regular site visits are conducted by the project director and evaluator. The results of all site visits are shared with administrative staff, teachers, and service providers by providing a copy of the site evaluation. Meeting the needs of campus stakeholders is critical to a successful Texas ACE program. Site visits and weekly reviews of student and parent attendance data in the TX21st system allow Houston ISD's team to monitor attendance goals and program compliance. Through periodic surveys, Houston ISD is able to determine what the students and parents want the program to offer. The survey outcomes will be shared with students, parents, and community members. These processes and procedures will assure that all program data, fiscal reports, and quality requirements are met. Campuses will also seek feedback and involvement from community stakeholders through campus meetings, such as the Shared Decision-Making Committee (SDMC) meetings, whose diverse membership includes representatives from the campus, business community, parents, and student body. This committee will devise a mechanism for feedback (roundtable discussions, surveys, etc.) to gather input regarding the program throughout the project. Monthly PTA/PTO meetings will also be a setting for campuses to survey parents and teachers to evaluate services and offer suggestions for improvement. Continuous feedback will be encouraged to ensure that the quality of the program is executed as intended. The Site Coordinators will attend back-to-school activities, open house, after-school program kick-off ceremonies, and school activities where they can promote the program to teachers, parents, and students. Service providers will be encouraged to attend campus activities to share information with community stakeholders about their services. The Site Coordinator will lead a task force of stakeholders, including students and parents, to determine whether activities are meeting the needs of participants. Surveys and "suggestion" boxes will be used to solicit feedback from participants and community stakeholders to evaluate program effectiveness. Program data will be kept on file and communicated at meetings and through newsletters.

**Part 4: Sustainability and Commitment.** Describe any existing or planned efforts that are similar or related to this proposal. How will the applicant coordinate with these efforts toward maximizing the effectiveness of grant funds and build sustainability over time? How will you build long-term support and commitment from partners in these efforts and other partners over time? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Through a coordinated effort of the Site Coordinators and community stakeholders, resources and partnerships will be researched to ensure program sustainability. The strategic intent of the Houston ISD is to transform persistently low performing schools and to close the achievement gap between the economically disadvantaged students and those who are not. The district is committed to finding resources through local and other means to support the 21st Century CLC program. ***Incorporation of project activities into district strategic and academic plan:*** The Houston ISD Board of Education is committed to supporting schools to be a benefit to students. Houston ISD has developed a strategic direction that will guide the best course of action for its students in order to realize the goals outlined by the Board of Education. The objectives of the strategic planning process are focused on outlining a set of strategic initiatives that enable Houston ISD to meet its goals, assembling current efforts into a single picture and identifying gaps. Houston ISD plans to create an implementation and communication plan to support actions and gain alignment from key stakeholders. Letters of support and commitment from the members of the board are included as an attachment. Community partnerships will be leveraged to provide free or reduced costs programs for the schools. Local school and other funding will be redirected to support after-school efforts in collaboration with their original intent. Communication to key partners will be key to ensuring that the district and the partners are on the same page for long term sustainability of program objectives.

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**Schedule #15—Project Evaluation**

County-district number or vendor ID: 101912

Amendment # (for amendments only):

**Part 1: Evaluation Design.** List the research methods and processes you will use on an ongoing basis to examine the effectiveness of project strategies, including the indicators of program accomplishment that are associated with each. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Evaluation Method/Process	Associated Indicator of Accomplishment	
1.	Analyze the results of: STAAR Test/ Benchmarks Assesments/High Frequency Word Exams	1.	Improved Math Scores
		2.	Improved Reading Scores
		3.	Improved Writing/Science Scores
2.	Monitor Attendance Data	1.	Increase in school attendance
		2.	Reduced level of tardiness
		3.	Reduced level of students skipping class
3.	Analyze and review Discipline Data	1.	Reduced level of in-school suspensions
		2.	Reduce number of disciplinary placements
		3.	Increase in student display of district wide positive character traits
4.	Analyze Parent Surveys	1.	Increase in Parental Participation in school-wide programs
		2.	Increase in parental participation in teacher held conferences
		3.	Increase in sense of belonging at school
5.	Review Promotion Rates	1.	Increase number of students that meet district promotional requirements
		2.	Decrease in the number of students in summer school
		3.	Increase the percent of students reading on grade level

**Part 2: Data Collection and Problem Correction.** Describe the processes for collecting data that are included in the evaluation design, including program-level data such as program activities and the number of participants served, and student-level academic data, including achievement results and attendance data. How will findings be used to refine, improve, and strengthen the program? How will findings be made available to the public? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The independent evaluator will adhere to Houston ISD, TEA, and Texas ACE Evaluation guidelines to ensure the required data elements are collected, evaluated and submitted in a timely fashion, in accordance with FERPA and in the format requested by the state. The evaluator will integrate TEA's principles of effectiveness into the evaluation design for the proposed Texas ACE Cycle 9 grant. He/She will coordinate and implement an evaluation plan, with the Project Director, ten Campus Principals, and ten Site Coordinators, to measure program success based on stated goals and objectives. The evaluation plan will measure the impact of the four components of academic performance, enrichment, family and parental support services, and college and workforce readiness into the formative and summative evaluation design.

Center level qualitative and quantitative data will be collected by each Site Coordinator and provided to the evaluator. Data collection methods will include project records, student records, assessment results including benchmarks and STAAR, and survey results – including but not limited to: (1) Student and adult participant climate surveys conducted quarterly; (2) Academic achievement and test scores reported and evaluated by grading period, semester, and annually for student participants; (3) Attendance and discipline data for the program as well as school-day and (4) The numbers of parents, community members, students and faculty participating in project activities reported quarterly and annually. Qualitative and/or quantitative analytical procedures may be used to process and present the product evaluation findings. Each school must enter their data into TX21st and PEIMS, and collect/report data for mandatory USDE/TEA performance measures.

The Project Director will analyze center-level data to assess project delivery. If data are missing, incomplete or inaccurate the Project Director will meet with the coordinator to address the deficiency. If a center's data reveals low attendance, unsatisfactory student or parent feedback, or ineffective programming, the Project Director will meet with the Site Coordinator and campus administration to make adjustments to programming, increase staff training and set a timeline and benchmarks for improvement. The evaluator will present final evaluation findings at the September 2017 collective meeting of stakeholders. This presentation will be available to district staff and community members on the After-School Programs Department website, as well as at the September 2017 stakeholder meeting.

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By TEA staff person:

**Schedule #16—Responses to Statutory Requirements**

County-district number or vendor ID: 101912

Amendment # (for amendments only):

**Statutory Requirement 1:** Describe the activities to be funded. Specifically explain the supplemental nature of the activities. Include a description of how students participating in the program will travel safely to and from the center and home. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

**Academic Assistance-** All campus programs will run a minimum of four days a week, a minimum of 12 hours per week in the fall and spring semesters, and at least six weeks during the summer. All students involved in the program will receive academic assistance in the form of tutoring or assistance completing homework each day. Differentiated support will be provided to all students; including those in accelerated courses, students needing interventions and ESL students through small group instruction as a means to enable them to stay on task. These activities will take place with adult support and supervision before students can participate in any additional activities. These activities will support all educational areas as needed to promote student achievement and success.

**Enrichment-** Students will be given an opportunity to participate in a variety of activities and projects. Allowing the students to choose will help them stay interested, engaged and motivated to stay in the program (Perks, 2010). Activities will be based on students' feedback in order to keep them coming to the program. The activities offered will vary by center and be differentiated by age, grade level, and student voice. Students' will be given opportunities to use creativity to solve problems and engage in real world learning that builds students' communication and leadership skills. Participants will be given the opportunity to participate in classes/activities that build their global leadership skills. Some activities to be funded are: Fine Arts, Girls/Boys Sports (Soccer, Basketball, Flag Football), Culture/ Character Education Clubs, Robotics Clubs, Computer based math, reading and science classes, and Parenting Classes/GED.

**College and Workforce Readiness-** All students will be exposed to college and workforce options. This is important because early learning improves later learning (Dougherty, 2013). The provided activities will promote workforce awareness, job and college readiness, skills training, preparation for the workforce, and assistance in the attainment of employment.

**Transportation-** Campuses will rely on written communication for student dismissal methods. Parents must designate who is authorized to pick up their child. All students will be required to sign in and out of all activities. Campuses that are providing bus transportation will escort their students to the bus at dismissal.

**Statutory Requirement 2:** Describe how the eligible entity will disseminate information about the community learning center, including its location, to the community in a manner that is understandable and accessible. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

If selected, the After-School Programs Department will publicly announce the district's participation in the Texas ACE grant. During the implementation of the program, each school will post and disseminate fliers at nearby apartment complexes, homeowner's associations, and community centers in the neighborhood, as well as at churches, grocery stores, health clinics, and other neighborhood sites where families assemble. School Messenger call-out will be used, and information will also be posted on the Houston ISD and individual school websites including a calendar of events. Schools will utilize their marquees to advertise their participation in the Texas Ace Program.

The Site Coordinator will give out information at back to school fairs and open house events, and information will be sent home during the first week of school. Schools and Houston ISD will also utilize social media, such as Twitter, to create a "buzz" about the programs, and the District will also provide information to the local media. Schools will send notes home in the early weeks of the school year to reach families who may not have received fliers or have access to the internet. Some schools will create banners to promote the program by placing them at the school site and other community locations. All information will be available in Spanish and English, as well as any other language that is predominant in a given school community.

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**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 101912

Amendment # (for amendments only):

**Statutory Requirement 3:** Describe how the proposed activities are expected to improve campus and student academic achievement, as well as overall student success. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The decision to increase academic services to students is based on the campus performance rating, and data from STAAR scores of the participating campuses. Every campus program will provide a tutorial component before or after school; the expectation is that next year each participating students' academic performance will improve. Tutoring is a key part of education because students that receive after-school tutorials by teachers that have interaction with the students classroom teachers perform better than other groups on math and reading test (Caskey, Ph.D., 2011). After-school programs support students with developing good homework habits. Students that complete their homework accurately can have an increase in self-esteem and feel better about their overall academic performance (Kelly, 2014). The planned after school program will allow each student mandatory time to participate in a tutorial or academic based activity, followed by a choice of at least two enrichment, education, and/or workforce / college / career activities each day. In order to make the most efficient use of grant funds, campuses will partner the after school program with Title I tutorials. Students' placement in academic classes will be determined by need from teacher evaluation or by a diagnostic assessment of their skills.

After school programs that are rich in quality programming will lead to improved student engagement, behavior, attendance, and help reduce student dropout (Durlak & Weissberg, 2007). English as a second language (ESL) or limited English proficiency classes will be available for students needing assistance in mastering the English language. During the tutorial part of the program, students in need of remedial or accelerated instruction will receive the assistance they need. All students will be placed in the appropriate academic setting based on need. The after school tutors will collaborate regularly with the students' classroom teachers to ensure that the appropriate needs of the student are being met. When the tutorials end, the students will attend one of the assigned enrichment activities for that day.

**Statutory Requirement 4:** Identify the federal, state, and local programs that will be coordinated with the proposed program and explain how the proposed coordination makes the most effective use of public resources. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Each school will contribute to the annual cost of operating the Texas ACE programs from school budgets, other federal, state, and local programs, donations, services provided by partners and fundraising. All ten CCLCs will utilize existing building space in their schools, also eliminating utility expenses from the extended day and summer operations. Each campus will guarantee access to computer labs, classroom space, gymnasiums, auditoriums and outdoor recreational areas needed for activities. Title I schools, will draw from federal Title I funds to support extended learning time, before or after school tutorials in small group settings and parent activities for at-risk students. Title I funds will also be used to assist with parental involvement activities. Title III funds will be utilized to support English Language Learners. Several of the participating campuses currently offer parenting classes and adult education programs such as ESL, computer, and GED classes at a discounted rate through Houston Community College. Schools will utilize their existing community and business partners to coordinate revenue streams and donated services to ensure their Texas ACE program has the most impact. Thompson ES has a nutritional Fresh Fruit and Vegetable program that has been implemented on campus. This partnership will be expanded to include the after-school program to the benefits of healthy living. Thompson ES has a partnership currently with HEB Pantry in the community. Stevens ES will use Title I Extended Day academic tutorials in Reading, Writing, Math and Science to supplement the academic program. Marshall MS will receive support from Young Men's Christian Association (YMCA), and Communities in Schools, an organization that provides counseling and other services. Bastian ES will also partner with Communities in Schools to offer family support. All ten schools will utilize their existing community and business partners to coordinate revenue streams and donated services to ensure their Texas ACE program has the most impact. All schools will solicit donations for snacks to be provided during program hours.

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**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 101912

Amendment # (for amendments only):

**Statutory Requirement 5:** Describe how the activities will meet the measures of effectiveness described in the authorizing statute. Specifically describe: 1) how the proposed activities are based on an objective set of measures designed to increase high-quality academic enrichment opportunities; 2) references to evidence-based research that supports the design of the program or activity; and 3) a summary of the plan to collect local data for continuous assessment and local program evaluation. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

**(1) How the proposed activities are based on an objective set of measures designed to increase high-quality academic enrichment opportunities:** Houston ISD has conducted a thorough community needs assessment to identify ten campuses that need/seek quality after-school programs, defined as programs that "show positive results in the realms of academics, behavior, family and social life" (Afterschool Alliance, 2011). The comprehensive assessment procedures included the analyses of: (1) US Census/American Community Survey demographic data; (2) a cross section of 2014-2015 school-based data (e.g., STAAR results, iStation reports (i.e., iStation is a technology-based program which uses specific indicators of progress to assess and automatically adjust lessons to meet every child's individual ability in all skill areas, from struggling to advanced), grades, campus poverty rates, attendance, promotion, and graduation rates, disciplinary referrals, number of student absences, schools with low-parental involvement, schools without any type of out-of-school program, and students who live in high juvenile crime zip codes); and (3) campus surveys. Project activities will adhere to Houston ISD, TEA, and Texas ACE guidelines. The required performance measures will be tracked to ensure the availability of high-quality academic enrichment opportunities for students and parents. The ten schools have identified proven strategies/activities shown by evidence-based research to be effective in addressing their respective needs. The project activities also have been selected to be consistent with the measures of effectiveness described in the authorizing statute. TEA's critical success factors. The primary objective set of measures will include academic performance (e.g., STAAR), attendance, behavior, and promotion and graduation rates. Benchmarks will be administered to students every six weeks. Students and adults will also be surveyed to assess their satisfaction with the activities.

**(2) References to evidence-based research that supports the design of the program or activity:** Houston ISD's proposed activities are designed to give at-risk youth engaging out-of-school opportunities, for healthy leisure time use, to help them to meet state and local academic standards and support the needs of working families by providing a safe, supervised setting when school is not in session. There is strong scientifically-based research that shows the benefits of high-quality after-school programs; a meta-analysis of 68 after-school studies concluded that high quality after-school programs can lead to improved attendance, behavior, and coursework, better grades, and students do better on tests compared to non-participating students (Durlak, Weissberg, and Pachan, 2010). High-quality after-school programs are associated with academic success, developmental asset-building, opportunities for mentoring, and prevention of problematic behaviors such as juvenile delinquency (Afterschool Alliance, 2013).

**(3) A summary of the plan to collect local data for continuous assessment and local program evaluation:** For the proposed project, Houston ISD will contract with an independent evaluator that will adhere to Houston ISD, TEA, and Texas ACE Evaluation guidelines to ensure the required data elements are collected, evaluated and submitted in a timely fashion, in accordance with FERPA and in the format requested by the state. The evaluator will integrate TEA's principles of effectiveness into the evaluation design for the proposed project. He/She will coordinate and implement an evaluation plan, with the Project Director, ten campus principals, and ten Site Coordinators, to measure program success based on stated goals and objectives. The evaluation plan will measure the impact of the four components of academic assistance, enrichment, family and parental support services, and college and workforce readiness into the formative and summative evaluation design. Center level qualitative and quantitative data will be collected by each Site Coordinator and provided to the evaluator. Data collection methods will include project records, student records, and assessment results including benchmarks and STAAR, and survey results. Qualitative and/or quantitative analytical procedures may be used to process and present the product evaluation findings. Each school must enter their data into Texas ACE (i.e., the 21st CCLC Student Tracking System) and PEIMS, and collect/report data for mandatory USDE/TEA performance measures. If a center's data reveals low attendance, unsatisfactory student or parent feedback, or ineffective programming, the Project Director will meet with the Site Coordinator and campus administration to make adjustments to programming, increase staff training and set a timeline and benchmarks for improvement.

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**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 101912

Amendment # (for amendments only):

**Statutory Requirement 6:** Describe the partnership between local educational agencies, community-based organizations, and other public or private entities in carrying out the proposed program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

☒ **Check this box IF you are applying for priority points** for submitting this application jointly with eligible entities consisting of not less than one local education agency receiving funds under Part A of Title I and another eligible entity.

☐ **Check this box only IF you did not check the box above AND you are requesting that TEA provide the same priority points** because of the applicant's inability to partner with a CBO within reasonable geographic proximity and of sufficient quality to meet the requirements of the grant.

Houston ISD and the ten participating schools will partner with numerous community-based organizations and other private and public institutions. Collaboration between the district and service entities will be strengthened by written agreements in the form of Service Agreements Contracts and/or a Memorandum of Understanding (MOU) with community-based organizations, and other public or private entities. Youth service organizations will provide staff to conduct activities at a number of the centers; colleges and universities will partner with centers to conduct information seminars and college tours to students and parents; a Memorandum of Understanding (MOU) will be executed with the Houston Community College (HCC) to provide ESL/ABE/GED to parents of participating students; local museums will work with students and parents to provide enrichment in the fine arts and history. A Memorandum of Understanding (MOU) also will be executed with the YMCA to provide students and their families with sports and physical fitness opportunities.

Across the ten participating centers, multiple community-based organizations, and other public or private entities will also involve community stakeholders and other volunteers that each campus has carefully chosen to best meet the needs of the participating students and parents. The educational support activities, across the ten centers, are aligned with the TEA's goals to help all students achieve academic success. The ten centers are the ideal solution for families seeking high-quality, affordable educational and enriching alternatives for their children because the centers are located in their communities where the children go to school and the families live.

Site Coordinators, for the ten schools, will also collaborate with Houston ISD's Parent Engagement Department and Volunteers in Public Schools (VIPS) Department to seek ideas and assistance in recruiting qualified senior citizens to serve as volunteers. Some campuses that already have programs in place will continue with successful partnerships and incorporate these endeavors into the after school programs. With VIPS assistance, other campuses may focus recruitment efforts at area churches, senior living centers, school grandparents, and retired educators for volunteers. Recruitment of volunteers will be systematic and ongoing.

All district volunteers must complete the Volunteers in Public Schools (VIPS) screening and pass a background check before actively participating in the Texas ACE programs. The safety of Houston ISD students is and will continue to be a top district priority. Additional sources of recruitment of volunteers will be qualified senior citizens registered through Senior Corps to serve as volunteers and participants in various service learning activities involving the students. Seniors will play an important role in the program serving as volunteers such as chaperoning student events, monitoring student traffic in hallways to ensure safety, distributing flyers and advertisements to parents who pick up students, assisting with showcases as well as reading to students, tutoring, and assisting in parent activities (parenting classes, planning meetings, etc.).

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**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 101912

Amendment # (for amendments only):

**Statutory Requirement 7:** Based on the community needs assessment in Schedule #13, provide a summary of available resources for each proposed community learning center. Describe how the program proposed to be carried out in the center will address the needs identified through the assessment/evaluation process. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The proposed project will operate utilizing federal, state and local resources on every Houston ISD campus to ensure that the value of the after-school program exceeds the funding provided by grant funds. Funds from Title I and other funding sources will be used to offset teacher salaries for after-school tutorials and other teacher-led activities. One of the most important resources within the district is the availability of appropriate facilities in which to conduct the after-school programs at the ten schools. The campuses will offer classrooms for large and small group instruction, up-to-date computer labs and technological devices to support specialized instruction, and large field areas and gymnasiums for in-door and out-door sport activities. The site coordinator at each center will coordinate services to insure that 21<sup>st</sup> CCLC, Cycle 9 funds will not be used to duplicate activities already provided, and will only be utilized to introduce new activities or expand existing ones (i.e., supplement and not supplant).

Based on the needs assessment/evaluation process for the ten participating campuses, the School Improvement Plans, campus academic records, and student and adult surveys, Houston ISD implemented a thorough and comprehensive process to identify all the needs of the participating schools with the input of key stakeholders' (i.e. students, parents, administrators, teachers and community members) to help to identify the significant needs of students and parents. The needs assessment includes an analysis of census demographic data and data from the STAAR results, campus poverty rates, attendance rates, promotion rates, disciplinary referrals, graduation rates, number of student absences, schools with low-parental involvement, schools with no out-of-school time programs and students who live in high juvenile crime zip codes. The schools were chosen, based on their respective magnitude of needs for being in economically disadvantaged areas, located in zip codes with high crime rates for juveniles, not meeting state standards for the 2014-2015 school year and being classified as Improvement Required by TEA.

Based on the identified needs of the ten schools and their communities, the proposed 21<sup>st</sup> Century project will implement strategies, services, and activities that will address and increase the academic performance, attendance, behavior, and promotion/graduation rates of the schools involved. Students need safe, nurturing environments during after school hours. Parents need training and parental skill support to be involved and support their children through school emotionally, physically and educationally. Additionally, since many of the students reside in low-income households, there is a need for affordable after-school programs that addresses physical and recreational education, as well as cultural programs.

The results from the schools' academic data show that students need additional enrichment and academic assistance to prepare for academic success. There is also a need to provide student awareness through the fine arts and increase their knowledge in academic areas, such as science and math, and provide health awareness through outdoor adventures or games. There is also a need to promote and provide students with college and career exploration and preparation opportunities. For participating parents at the ten schools, Houston Community College – Central Campus will provide educational classes, placement testing, and diplomas for participants who successfully complete the programs. Classes will include English as a Second Language (ESL), General Educational Development (GED), and Adult Basic Education (ABE). In addition, the schools will provide computing and internet classes.

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**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 101912

Amendment # (for amendments only):

**Statutory Requirement 8:** Demonstrate how the applicant will use best practices, including research or evidence-based practices, to provide educational and related activities that will complement and enhance academic performance, achievement, postsecondary and workforce preparation, and positive youth development of the students. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Houston ISD used research or evidence-based practices to determine the activities that will address specific student and parent needs to achieve positive student outcomes. All ten centers will offer services and activities that support all educational areas as needed to complement and enhance: **Academic Performance and Achievement:** Services and activities will include, but are not limited to, tutoring, computer literacy, homework check/completion, and educational field trips. Shernoff (2010) used grades as a predictor of academic success and found that engagement in after-school programming contributed to higher grades in Math and English over involvement in activities outside of afterschool programming; **Postsecondary and Workforce Preparation:** Services and activities will include, but are not limited to, resume assistance, engineering/STEM activities, promoting workforce awareness, job and/or college readiness activities, career mentoring, college tours/field trips and assistance in the attainment of employment and/or funding for college. Many after-school and summer learning programs expose youth to the importance of college by taking them on visits to college campuses, working with students and families to identify prospective colleges, providing assistance in the college application process, helping families navigate the financial assistance jungle, and providing encouragement and support to students who do not see themselves as college material (Brand & Valent, n.d.); **Positive Youth Development:** Services and activities that promote and help to increase the participation of families and parents in the student's educational experience will include, but are not limited to, family literacy programs, technology literacy, parent/student TAKS nights, translation services, as well as programs that create exciting intrinsic motivation to sustain constant student participation such as: arts and crafts activities, character building clubs/activities, cooking classes, cultural awareness, fitness, games (physical/outdoors), leadership training/life skills, music, recreational activities, and student clubs/meetings. In their study, Durlak and Weissberg (2007) discuss that youth who demonstrated involvement in after-school programming showed positive social behaviors. Shernoff (2010), as another example, found evidence to support that participants engaged in after-school programs showed better psychosocial adjustment and social skills than nonparticipants.

**Statutory Requirement 9:** If the eligible entity plans to use volunteers in activities carried out through the community learning center, describe how the eligible entity will encourage and use appropriately qualified persons to serve as the volunteers. Specifically address senior volunteers. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Project Director, Family Engagement Specialist, and Site Coordinators will collaborate with district departments such as Family and Community Engagement (FACE) and Volunteers in Public Schools (VIPS) to seek ideas and assistance in recruiting qualified volunteers for the Texas ACE Program. Senior citizens who have gained a lifetime of experience will be strongly recruited to put their skills and talents to good use by volunteering at the proposed sites. Some campuses that already have programs in place will continue with successful partnerships and incorporate these endeavors into the after-school program. With VIPS assistance, other campuses may focus recruitment efforts at area businesses, churches, senior living centers, and retired educators for volunteers. Recruitment of volunteers will be systematic and ongoing. All district volunteers must complete the VIPS screening and pass a background check before actively participating in the Texas ACE programs. The safety of Houston ISD students is and will continue to be a top district priority.

Additional sources of recruitment of senior volunteers will be through the Foster Grandparent Program (FGP). The FGP program was founded through the Jewish Community Center of Houston. The FGP program is designed to help establish a positive and productive environment for schools and communities. The FGP program consists of grandparents, ages 60 and above, who provide tutoring, mentoring, enrichment, and other supportive services. This program will be a valuable asset to participating centers.

All volunteers will play an important role in the program serving as chaperones, distributing flyers to parents at pick up time, reading to students, tutoring, and assisting in parent activities.

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**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 101912

Amendment # (for amendments only):

**Statutory Requirement 10:** Describe the preliminary plan for how the community learning center will continue after funding under this program ends. Include the strategies and resources that will be employed, individuals and organizations involved, and an annual timeline for implementing the sustainability plan. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

☒ **Check this box IF you are applying for priority points** for local education agency elected board of education written support for sustainability. Letters must represent a majority of the locally elected board and provide a detailed description of the specific challenges the community faces concerning sustainability and how community and board support will assist local efforts to sustain the program over time. **Letters of support with original signatures AND a list of all elected board members, including those that did not sign or submit a letter, must be attached to this application.**

Houston ISD's preliminary plan for how the centers will continue after funding ends beyond the grant period is based on a district-wide commitment of all stakeholders. A comprehensive coordination of all centers and district staff, contracted service providers, and the efforts of major collaborating partners will be instrumental in the overall sustainability planning. Each site will form an advisory council to create their strategic plan that will guide the schools to identify new funding, resources, and partnerships to sustain the program, as well as demonstrate how to increase buy-in and participation from the community. The Houston ISD Board of Trustees pledge their support for local sustainability of after school programs and will assist schools in their assigned districts to meet their goals to continue the programs. They have agreed to reach out to the broader community of resources as well as work within the district to find additional funding that can support the schools. The ten campuses in this application will utilize the following timeline of strategies, resources and activities for implementing a plan to address continuing their programs after the grant funds have ended:

**September 2016-ongoing**

- New volunteers will be recruited to enhance existing partnerships and strengthen the program implementation
- An advisory council will be formed on each campus to address the needs of each program and begin formulating strategies to sustain the program
- Consideration will be given to assessing a small sliding-scale fee from parents to sustain program activities after the Texas ACE program ends
- Site Coordinators will develop a portfolio of funding sources and opportunities for continuation of enrichment activities

**October, January, April, June (each year of the grant)**

- Advisory Council meetings will be regularly scheduled with formal agendas and documentation of meeting discussions. Meeting focus: program activities review, student/parent participation totals, effectiveness of service providers, satisfaction survey results, sustainability etc.
- Potential community partners will be invited to visit the centers and activities
- Campus leadership will discuss sustainability of the program to determine what campus funds can be "earmarked" to sustain the program

**Ongoing**

- Provide program staff training as opportunities are identified
- Offer families of participating students well planned activities that are specific to their needs
- Conduct quarterly satisfaction surveys of students and parents
- Monitor program activities in collaboration with evaluator to determine program effectiveness/grant compliance

\*Letters of support from the majority of the locally-elected school board are attached. There is not a letter from Board President, Manuel Rodriguez, Jr. because he is currently in the hospital and Harvin Moore who was unavailable.

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## Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 101912

Amendment # (for amendments only):

**TEA Program Requirement 1: Community Involvement**

Describe your plans to seek continuous feedback and involvement from community stakeholders, including the process for creating and engaging a community advisory council in order to increase program awareness, evaluate program effectiveness, and develop annual program and sustainability plans. A description of the planned membership and participating organizations must be provided.

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Each campus will have a School Advisory Council (SAC), consisting of an administrator, site coordinator, teacher(s), parents, students, and at least one business or community-based partner, which will be the primary channel for **seeking continuous feedback and involvement from stakeholders**.

Houston ISD After-School Programs Department will work with the selected campus SAC to identify potential members and assemble a Community Advisory Council (CAC). The CAC will be comprised of at least 2 members of each Texas ACE schools School Advisory Committee. Each site will invite 1 community representative, 1 parent or school representative that has a vested interest in the improvement of the community. The Community Advisory Council will have representatives from 1) Young Men's Christian Association (YMCA), 2) Houston Community College, 3) local minister's, 4) school board member, 5) ACE Project Director, 6) Family Engagement Specialist, 7) parent, 8) school administrator, and school advisory committee member. The major role of the CAC, will be consist of the following facilitated by the Project Director:

- Devise a plan to meet regularly
- Define roles for committee members
- Create the **needs assessment**
- Making the **community aware** of the program
- Playing a role in **evaluating program effectiveness**
- The Site Coordinators will be responsive to the feedback provided by students, parents and staff
- He/she will also ask partners to assist with continuous improvement. Results of the independent evaluation will be available to all CAC members annually
- Being involved in the planning and implementation of a successful Texas ACE program
- CAC members will help the school achieve **sustainability**.

As CAC involvement increases, so does the likelihood that they will mobilize support to continue programming once the grant ends. The larger the network of churches, nonprofits, businesses, and community volunteers involved in each center, the more likely it is that the schools can fundraise or obtain in-kind support to continue to offer academic and extracurricular programming once the grant ends. The Site Coordinators at each center will work with the CAC to create a vision for building the center's network with an eye towards sustainability. The CAC will be responsible attending site staff meetings, and regularly communicating their individual campus SAC. A plan should also be enacted for the CAC to attend meetings in the communities they represent to allow for community networking opportunities. When networking, the ACE outreach materials will be used, and the CAC will be responsible for sharing the success and assessments results of Houston ISD's ACE program with Texas ACE.

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**Schedule #17—Responses to TEA Program Requirements**

County-district number or vendor ID: 101912

Amendment # (for amendments only):

**TEA Program Requirement 2: Grant Management.** Describe your plan to manage the various components of the grant while adhering to all grant requirements and providing high-quality programming for all participants. Specifically describe communication among project staff and the provision of ongoing training and support for all staff. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Upon receiving the Notice of Grant Award, all principals will be contacted to meet to review the grant and to actively begin implementing the Texas ACE program. The Manager of After School Programs Department will assist principals with hiring Site Coordinators with the skill set suited to their program and community. Strong candidates will have excellent communication skills and be adept at organizing programs, recruiting volunteers, hiring vendors, and budgeting. Strong consideration will be given to candidates who are bilingual and have knowledge of education and community relations.

The Project Director will train newly hired Site Coordinators and this group will be a cohort that is encouraged to share resources, strategies and knowledge. They will complete documentation for TEASE access and receive a handbook of policies and procedures, as well as marketing and registration documents for students and parents in the languages of choice in each centers' community. The Manager of After School Programs will develop budgets based on the approved grant application and provide campuses with access in a timely manner. The manager will also monitor each center's budget throughout the grant to assure that all spending is in line with state and federal fiscal guidelines. Site Coordinators will solicit proposals from service providers immediately upon hiring to ensure services are set to begin no later than September 6, 2016.

The Project Director will facilitate monthly meetings with Site Coordinators to support them in their daily operation and management of each center. Meetings will include professional development (PD) and necessary training on issues such as security procedures, classroom management, behavior management and program policies and procedures. Speakers will be brought in to discuss relevant topics. These monthly meetings will also serve as an opportunity for Site Coordinators to discuss successful strategies for running their program and collectively brainstorm solutions to challenges that arise. In addition to training provided by Texas ACE, Project Director will work with Site Coordinators and the Texas ACE program staff on developing thematic units that are creative and engaging based on the Texas ACE Blueprint. The Project Director can also coach Site Coordinators and staff to work with regular school day teachers to discuss learning objectives where certain students have deficiencies and develop a plan for addressing them in tutorials. The project director will also bring in other specialists during monthly meetings, either vendors or district level staff, to provide PD to center staff such as an IT specialist to demonstrate how staff can better use technology like tablets in tutorials or enrichment activities. The Family Engagement Specialist will work with coordinators on designing the adult programming schedule as well as train coordinators and staff on how to better engage parents in student learning.

The After School Programs Department will develop a rubric on which each center will be evaluated annually and part of monthly meetings will be used to share and explain the rubric with coordinators. The Project Director, Family Engagement Specialist and external evaluator will regularly visit each Texas ACE site to observe academic and enrichment activities. The Project Director will utilize site visits to ensure the site coordinator is consistently communicating and sharing information with school administrators about the program to align academic supports to classroom instruction. The Project Director will also solicit feedback from Site Coordinators on their progress toward program goals as outlined in the grant application. The Project Director will host semi-annual meetings with the CAC, community stakeholders and other district/program staff to discuss progress towards outlined goals and objectives.

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**Schedule #17—Responses to TEA Program Requirements (cont.)**

County-district number or vendor ID: 101912		Amendment # (for amendments only):	
<b>TEA Program Requirement 3: Center Operation Requirements</b>			
<b>Chart 1: Center and Feeder School Detail-</b> Applicants must complete the following information for each center in this grant application. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.			
<b>Center Number: 1</b>	<b>Center Name:</b> Bastian Elementary School		
<b>9 digit campus ID#</b>	101912108	<b>Distance to Fiscal Agent (Miles)</b>	16.3
<b>Grade Levels to be served (PK-12)</b>	PK - 5		
Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.			
			<b>Total</b>
<b>Number of Regular Students (attending 45 days or more per year) to be served:</b>			185
<b>Number of Adults (parent/ legal guardians only) to be served:</b>			60
Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.			
<b>Campus Name</b>	<b>Feeder School #1</b>	<b>Feeder School #2</b>	<b>Feeder School #3</b>
<b>9 digit Campus ID #</b>			
<b>District Name (if different)</b>			
<b>Distance to Center</b>			
Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application.			
<b>Center Number: 2</b>	<b>Center Name:</b> Codwell Elementary School		
<b>9 digit campus ID#</b>	101912123	<b>Distance to Fiscal Agent (Miles)</b>	18.2
<b>Grade Levels to be served (PK-12)</b>	PK - 5		
Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.			
			<b>Total</b>
<b>Number of Regular Students (attending 45 days or more per year) to be served:</b>			195
<b>Number of Adults (parent/ legal guardians only) to be served:</b>			60
Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.			
<b>Campus Name</b>	<b>Feeder School #1</b>	<b>Feeder School #2</b>	<b>Feeder School #3</b>
<b>9 digit Campus ID #</b>			
<b>District Name (if different)</b>			
<b>Distance to Center</b>			

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**Schedule #17—Responses to TEA Program Requirements (cont.)**

County-district number or vendor ID: 101912

Amendment # (for amendments only):

**TEA Program Requirement 3: Center Operation Requirements**

**Chart 1: Center and Feeder School Detail-** Applicants must complete the following information for each center in this grant application. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

**Center Number: 3****Center Name: Forest Brook Middle School****9 digit campus ID#**

101912476

**Distance to Fiscal Agent (Miles)**

13.3

**Grade Levels to be served (PK-12)**

6 - 8

**Chart 2: Participants Served.** Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.

**Total****Number of Regular Students (attending 45 days or more per year) to be served:**

200

**Number of Adults (parent/ legal guardians only) to be served:**

60

**Chart 3: Feeder School Information.** Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.

	Feeder School #1	Feeder School #2	Feeder School #3	Feeder School #4
<b>Campus Name</b>				
<b>9 digit Campus ID #</b>				
<b>District Name (if different)</b>				
<b>Distance to Center</b>				

**Chart 1: Center and Feeder School Detail-** Applicants must complete the following information for each center in this grant application.

**Center Number: 4****Center Name: Mading Elementary School****9 digit campus ID#**

101912203

**Distance to Fiscal Agent (Miles)**

18.7

**Grade Levels to be served (PK-12)**

PK - 5

**Chart 2: Participants Served.** Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.

**Total****Number of Regular Students (attending 45 days or more per year) to be served:**

185

**Number of Adults (parent/ legal guardians only) to be served:**

60

**Chart 3: Feeder School Information.** Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.

	Feeder School #1	Feeder School #2	Feeder School #3	Feeder School #4
<b>Campus Name</b>				
<b>9 digit Campus ID #</b>				
<b>District Name (if different)</b>				
<b>Distance to Center</b>				

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**Schedule #17—Responses to TEA Program Requirements (cont.)**

County-district number or vendor ID: 101912		Amendment # (for amendments only):	
<b>TEA Program Requirement 3: Center Operation Requirements</b>			
<b>Chart 1: Center and Feeder School Detail-</b> Applicants must complete the following information for each center in this grant application. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.			
<b>Center Number: 5</b>	<b>Center Name: Marshall Elementary School</b>		
<b>9 digit campus ID#</b>	101912480	<b>Distance to Fiscal Agent (Miles)</b>	16.1
<b>Grade Levels to be served (PK-12)</b>	K - 5		
<b>Chart 2: Participants Served.</b> Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.			
		<b>Total</b>	
<b>Number of Regular Students (attending 45 days or more per year) to be served:</b>		200	
<b>Number of Adults (parent/ legal guardians only) to be served:</b>		60	
<b>Chart 3: Feeder School Information.</b> Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.			
<b>Campus Name</b>	<b>Feeder School #1</b>	<b>Feeder School #2</b>	<b>Feeder School #3</b>
<b>9 digit Campus ID #</b>			
<b>District Name (if different)</b>			
<b>Distance to Center</b>			
<b>Chart 1: Center and Feeder School Detail-</b> Applicants must complete the following information for each center in this grant application.			
<b>Center Number: 6</b>	<b>Center Name: McGowen Elementary School</b>		
<b>9 digit campus ID#</b>	101912179	<b>Distance to Fiscal Agent (Miles)</b>	11.3
<b>Grade Levels to be served (PK-12)</b>	PK - 5		
<b>Chart 2: Participants Served.</b> Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.			
		<b>Total</b>	
<b>Number of Regular Students (attending 45 days or more per year) to be served:</b>		175	
<b>Number of Adults (parent/ legal guardians only) to be served:</b>		50	
<b>Chart 3: Feeder School Information.</b> Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.			
<b>Campus Name</b>	<b>Feeder School #1</b>	<b>Feeder School #2</b>	<b>Feeder School #3</b>
<b>9 digit Campus ID #</b>			
<b>District Name (if different)</b>			
<b>Distance to Center</b>			

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Schedule #17—Responses to TEA Program Requirements (cont.)				
County-district number or vendor ID: 101912			Amendment # (for amendments only):	
<b>TEA Program Requirement 3: Center Operation Requirements</b>				
<b>Chart 1: Center and Feeder School Detail-</b> Applicants must complete the following information for each center in this grant application. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.				
<b>Center Number: 7</b>		<b>Center Name: North Forest High School</b>		
<b>9 digit campus ID#</b>	101912477	<b>Distance to Fiscal Agent (Miles)</b>	16.8	
<b>Grade Levels to be served (PK-12)</b>	9-12			
<b>Chart 2: Participants Served.</b> Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.				
			<b>Total</b>	
<b>Number of Regular Students (attending 45 days or more per year) to be served:</b>			200	
<b>Number of Adults (parent/ legal guardians only) to be served:</b>			60	
<b>Chart 3: Feeder School Information.</b> Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.				
<b>Campus Name</b>	<b>Feeder School #1</b>	<b>Feeder School #2</b>	<b>Feeder School #3</b>	<b>Feeder School #4</b>
<b>9 digit Campus ID #</b>				
<b>District Name (if different)</b>				
<b>Distance to Center</b>				
<b>Chart 1: Center and Feeder School Detail-</b> Applicants must complete the following information for each center in this grant application.				
<b>Center Number: 8</b>		<b>Center Name: Stevens Elementary School</b>		
<b>9 digit campus ID#</b>	101912245	<b>Distance to Fiscal Agent (Miles)</b>	3.1	
<b>Grade Levels to be served (PK-12)</b>	K - 5			
<b>Chart 2: Participants Served.</b> Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.				
			<b>Total</b>	
<b>Number of Regular Students (attending 45 days or more per year) to be served:</b>			185	
<b>Number of Adults (parent/ legal guardians only) to be served:</b>			60	
<b>Chart 3: Feeder School Information.</b> Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.				
<b>Campus Name</b>	<b>Feeder School #1</b>	<b>Feeder School #2</b>	<b>Feeder School #3</b>	<b>Feeder School #4</b>
<b>9 digit Campus ID #</b>				
<b>District Name (if different)</b>				
<b>Distance to Center</b>				

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**Schedule #17—Responses to TEA Program Requirements (cont.)**

County-district number or vendor ID: 101912		Amendment # (for amendments only):	
<b>TEA Program Requirement 3: Center Operation Requirements</b>			
<b>Chart 1: Center and Feeder School Detail-</b> Applicants must complete the following information for each center in this grant application. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.			
<b>Center Number: 9</b>	<b>Center Name: Thompson Elementary School</b>		
<b>9 digit campus ID#</b>	101912243	<b>Distance to Fiscal Agent (Miles)</b>	13.9
<b>Grade Levels to be served (PK-12)</b>	PK - 5		
<b>Chart 2: Participants Served.</b> Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.			
			<b>Total</b>
<b>Number of Regular Students (attending 45 days or more per year) to be served:</b>			175
<b>Number of Adults (parent/ legal guardians only) to be served:</b>			50
<b>Chart 3: Feeder School Information.</b> Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.			
<b>Campus Name</b>	<b>Feeder School #1</b>	<b>Feeder School #2</b>	<b>Feeder School #3</b>
<b>9 digit Campus ID #</b>			
<b>District Name (if different)</b>			
<b>Distance to Center</b>			
<b>Chart 1: Center and Feeder School Detail-</b> Applicants must complete the following information for each center in this grant application.			
<b>Center Number: 10</b>	<b>Center Name: Young Elementary School</b>		
<b>9 digit campus ID#</b>	101912247	<b>Distance to Fiscal Agent (Miles)</b>	15.2
<b>Grade Levels to be served (PK-12)</b>	PK - 5		
<b>Chart 2: Participants Served.</b> Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.			
			<b>Total</b>
<b>Number of Regular Students (attending 45 days or more per year) to be served:</b>			175
<b>Number of Adults (parent/ legal guardians only) to be served:</b>			50
<b>Chart 3: Feeder School Information.</b> Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.			
<b>Campus Name</b>	<b>Feeder School #1</b>	<b>Feeder School #2</b>	<b>Feeder School #3</b>
<b>9 digit Campus ID #</b>			
<b>District Name (if different)</b>			
<b>Distance to Center</b>			

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**Schedule #17—Responses to TEA Program Requirements (cont.)**

County-district number or vendor ID: 101912

Amendment # (for amendments only):

**TEA Program Requirement 3a: Center Operations, Program Coordination.** Describe how the program will coordinate with schoolwide programs under ESEA Section 1114 and state compensatory education programs under Texas Education Code, §29.081. Explain how the program will coordinate to identify and recruit students who are most in need of academic assistance and the plan for retaining those students in the program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

In order to be in compliance with Sec. 1114 School Wide Programs and Texas Education Code Ch. 29.081, each campus will gather school demographic data and determine the population of families that come from low-income backgrounds. Campuses will work in collaboration with already established school-based programs to increase student support. Each site will provide services designed to supplement the educational program for students identified as at risk of dropping out of school to increase the academic achievement and reduce the dropout rate of participating students. The Site Coordinators will collaborate with administrators, teachers, counselors, and parents to identify students that are in need of academic assistance and would benefit most from the program. Students in need will be identified based on the following criteria for eligibility: 1) Students performing below grade level on STAAR; 2) Students who are over-aged for the grade level; 3) Students who have been retained for one or more school years; 4) Students who are failing a course or struggling in a subject based on current grades, benchmark testing, and teacher observation; 5) Students who have demonstrated behavioral issues or a need for after school activities; 6) Students who are chronically absent; 7) Students with disabilities; or 8) Students who are at-risk for referral to JJAEP and DAEP; and 9) siblings of any of the students mentioned above. Students discovered to have the most academic need will be recruited to participate using the following strategies:

- Advertising the program through the school, community centers, nearby businesses, and churches
- Teacher or other school staff will tell students about the program.
- Each campus will host an information session for students and families
- During the information sessions, program staff, vendors and community partners will be introduced and field lesson information will be shared
- Parent agreement will be issued to ensure that parents understand the goals of the program and the importance of regular attendance

Consistent participation is important for the success of the program, and critical to help students improve academically, and increased student retention will be a focal point for the Site Coordinators. Program attendance will be carefully analyzed by the Site Coordinators, as will attendance trends such as which days and activities are more popular, which grade levels have the highest attendance and whether student performance is improving in certain subjects. Houston ISD's prior experience shows that permitting students to be involved in designing the program is essential to retaining kids. Students will be asked to provide feedback on both the academic and enrichment activities to know whether the tutoring is effective and beneficial to them and to know what activities were group favorites and which were less successful. Activities that are found to be unsuccessful or unpopular will be changed the next semester. After-school staff will collaborate with teachers to make sure students' are meeting their goals at the end of each semester. Student success will be celebrated for academics, attendance and discipline during student award times and showcases which will give students an opportunity to perform, demonstrate, or share their enrichment experiences. Regular attendance by adult participants is also important to the program and their feedback on the effectiveness of courses and whether activities are relevant will be requested. Parents who make their child's participation in the program a priority will also be celebrated.

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**Schedule #17—Responses to TEA Program Requirements (cont.)**

County-district number or vendor ID: 101912

Amendment # (for amendments only):

**TEA Program Requirement 3b: Center Operations, Staffing and Schedule.** Describe and explain the planned operating and staffing schedule for each center. Include total number of weeks and hours per week per center for the regular school year as well as the required six-week minimum summer programming. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The ten high-need campuses developed their proposed schedules through the leadership of each school's Principal and Shared Decision-Making Committee (SDMC); future schedules for each campus will be developed in consultation with the School Advisory Committee. The deciding factors for the schedules were dismissal time, the average time working parents would be able to pick up their students, vacation/holiday times, the hours when the crime rate was highest, and daylight hours for spring and fall semesters. Overall, the proposed schedules were developed by each school using the Houston ISD school calendar and the PRIME Blueprint for Texas ACE as a guide. The proposed programs will be a minimum of 38 weeks per year (including summer), including 4-5 days per week, for the fall and spring semesters; with a minimum of 12-hours per week; and a summer program with a minimum of 4-hours per day, 4-days per week, for a minimum of six consecutive weeks. Based on the schedules, each location will meet/exceed the minimum requirements, as established by TEA and the Texas ACE. Some campuses will provide programs on Fridays; missed days, such as cancelled days due to inclement weather, will be made up on Fridays and Saturdays, as needed. The proposed programs at the ten schools will consist of activities and classes including tutoring, homework help, enrichment, family and parental support services, college and workforce exploration and readiness, technology classes, fine arts, sports, and physical fitness. In both the regular school year and the summer session, the proposed activities will provide a myriad of engaging activities for students specifically chosen to improve academic performance, attendance, behavior, and promotion and graduation rates. During the school year, the students will attend an hour of academic tutorials. The students will rotate between enrichment activities and classes. During the 6-week summer programs, the schools will offer enrichment followed by multiple activities, such as STEM, college and career exploration/preparation, fine arts, and sports. During the grant period, parents also will be provided with educational classes, placement testing, and diplomas for participants who successfully complete the programs. Classes will include English as a Second Language (ESL), General Educational Development (GED), and Adult Basic Education (ABE).

**TEA Program Requirement 3c: Center Operations, Safety.** Describe the plan for ensuring the safety of all program participants and staff in the program at all times. Include the procedures for sign-in and sign-out for all students at each center and adjunct site. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The district's safety procedures will be extended beyond the regular school day to ensure the safety of the participating students at the ten identified schools. There are many ways the district's schools have prepared for crises, such as by using drills, simulations, trainings, visitor/volunteer background checks, sign-in and sign-out procedures, school police, and social workers. Every school in the district regularly performs safety drills, and every campus leadership team has a comprehensive emergency preparedness plan in place, which covers school security and safety procedures, lockdown and shelter-in-place drills, fire drills, procedures for deploying mental health counseling, as needed. All campus visitors must wear a visible temporary badge. The ten schools will ensure the safety of all participants in the proposed Texas ACE program, as well as adhere to strict sign-in and sign-out procedures that follow both the district's emergency preparedness plan's policies and procedures and align to the PRIME Blueprint for Texas ACE safety requirements. In addition, each school is expected to complete the ACE Safety Checklist annually as part of the ACE PRIME Assessment visit. To ensure safety of all participants in the ACE program the following procedures will be implemented: **Sign-in and sign-out procedures for students:** The students will be directed, by school staff, to the sign-in location which may vary by campus. At the sign-in location, the student or the teacher and/or teacher's aide will sign-in the student on the master sign-in sheet. Students will then be directed, by school staff, to their activity location and wait for their activity instructor to begin in the activity room/location. As students transition to each activity, they will be actively monitored by staff. At the beginning of each activity, students will sign-in on arrival and at the conclusion of the activity they will sign-out. At the conclusion of the evening activities, participants will sign-out for the day and it will be noted how they were transported home by either parent pick-up or via Houston ISD transportation. If a parent/guardian needs to pick up a student before the program ends, such as for a doctor's appointment, the parent/guardian will check-in at the school office to sign-out the student for the day. At the beginning of the registration process each semester, parents/guardians will need to identify who has permission (e.g., grandparents, aunts/uncles, older siblings that are 18+ years of age) to pick up students from the program. Snacks will be provided to students; however, all food allergies will be noted for students and staff will be trained on food allergy awareness.

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County-district number or vendor ID: 101912	Amendment # (for amendments only):
<p><b>TEA Program Requirement 4a:</b> Activity Planning, Alignment and Quality. Describe how the program will align all activities with the school day curriculum, expose students to meaningful academic content that supports mastery of the Texas Essential Knowledge and Skills (TEKS), and provide opportunities for youth to practice skills through engaging and interactive activities. Describe the plan for using evidence-based practices and local data to meet student needs and achieve the desired campus and student outcomes. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.</p> <p><b>(1) Describe how the program will align all activities with the school day curriculum, expose students to meaningful academic content that supports mastery of the Texas Essential Knowledge and Skills (TEKS), and provide opportunities for youth to practice skills through engaging and interactive activities:</b> The proposed activities have been chosen to align with and support the school day curriculum, expose students to meaningful academic content that supports mastery of the Texas Essential Knowledge and Skills (TEKS), and provide opportunities for youth to practice skills through engaging and interactive activities. While the targeted schools have a history of low academic achievement among students, to combat this trend, the proposed project will include a myriad of activities, such as to provide academic tutorials in core subjects, homework help, STEM enrichment opportunities in thought provoking, hands-on projects, and I-Station after-school to improve students gain reading and math competency. Researchers at Johns Hopkins University conclude that two-thirds of the achievement gap between lower- and higher-income youth can be explained by unequal access to additional learning opportunities, enrichment, and summer learning opportunities (American Sociological Review, Vol. 72, April 2007). To improve the promotion rates and so that more students perform at/above grade level, Houston ISD will use school assessment data to target students at-risk of failing and provide prescribed interventions based on student needs using a variety of activities embedded with essential academic skills, as well as to provide small group and/or individualized instruction during the tutorials. When children make the connection between additional education and enjoyment, they will set goals and realize their potential as successful career-minded adults (After School Alliance, 2010). These activities will also be fun and engaging and be chosen based on students' interests and based on survey results (e.g., sports, dance, fine arts, technology, etc.). Houston ISD and the ten participating schools seek to improve the students' graduation rates by providing a strong emphasis on college and career exploration and preparation beginning in the elementary grades and sustained through high school. The ten schools' communities have low high school graduation rates and educational attainment. To combat this, the students need to engage in college/career exploration/preparation activities and how their academics will impact their futures. In addition, college visits, in tandem with a mentoring program with local college students who can share college experiences will enable students to make better choices. Overall, high quality out-of-school programs and during the summer makes a real impact on a student's ability to achieve (Evers, 2008).</p> <p><b>(2) Describe the plan for using evidence-based practices and local data to meet student needs and achieve the desired campus and student outcomes:</b> Houston ISD and the ten participating schools, through a comprehensive needs analysis, in consultation with the Texas ACE Blueprint, of school- and community-level data sources, and through a process of key stakeholder (i.e., students, parents, administrators, teachers, and community members) input, will ensure that all activities, including enrichment activities, are specifically aligned to identified student needs and how the identified activities will address their specific needs to achieve positive student outcomes. The comprehensive needs analysis of school- and community-level data sources is based upon the assessment of objective data, as well as guided by each school's respective School Improvement Plan (SIP). The comprehensive assessment procedures included the analysis of: (1) a cross section community-level data, such as 2010 US Census and American Community Survey demographic data (e.g., community poverty and overall educational attainment rates, high school graduation and drop-out rates, adult and juvenile crime statistics, percentage of parent incarceration rates, and availability and affordability of quality after-school programs; (2) a cross section of 2014-2015 school-based data sources (e.g., TAKS/STAAR results, campus poverty rates, attendance, promotion, and graduation rates, disciplinary referrals, number of student absences, schools with low-parental involvement, schools without any type of out-of-school program, and students who live in high juvenile crime zip codes); and (3) student and parent survey results to prioritize needs. The proposed evidence-based practices activities are designed to give at-risk youth out-of-school opportunities for academic enrichment and healthy leisure time, and support the needs of working families by providing a safe, supervised setting when school is not in session (Halpern, 2002). By developing and implementing a multitude of real-world, hands-on evidence-based practices that are engaging and student-focused, better outcomes will be demonstrated by participating students within the areas of positive social behaviors, reduction in problem behaviors, increase in school attendance, and better grades and test scores (Yohalem and Wilson-Ahlstrom, 2010).</p>	
<b>Schedule #17—Responses to TEA Program Requirements (cont.)</b>	
County-district number or vendor ID: 101912	Amendment # (for amendments only):

**For TEA Use Only**

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**TEA Program Requirement 4b: Activity Planning, Meeting Student Needs.** Describe how the program will ensure that instruction is adaptable to the academic and developmental needs of students, particularly the individual or small-group instruction needs of students, especially focusing on those students who are at risk of academic failure or dropping out of school. Describe the planned staff to student ratios for the proposed sites and activities. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

After school programs provide a safe atmosphere where students can build their academic skills, develop interests, and participate in recreational and cultural activities (Miller, 2003). Vandell, Reisner and Pierce (2007) have found that students who regularly attended after-school programs made significant improvements in their math achievement, their work habits, and task persistence. Many students need assistance to achieve their academic goals; as such, it is appropriate to adapt curriculum and instruction for students working below grade level (e.g., at risk of academic failure or dropping out of school) and at or above grade level. Houston ISD will ensure that the program staff will adapt instruction to meet the academic and developmental needs of all the students, particularly, where applicable, the individual or small group instruction needs.

In order to ensure that project activities are meeting the needs of the students and closely align to the program's academic goals, participating elementary schools will monitor student data that include information regarding STAAR, TELPAS, High Frequency Words, and iStation reports. Houston ISD's priority is to target students that are categorized as "At-Risk," have poor attendance, and have difficulty in school to make sure that they are receiving additional support in the extended school day. Students that participate in the program will be monitored to assess continuous improvement of their academic performance. After school programming will offer additional support by inviting students that have been identified to join homework help, literacy circles, journalism clubs, and creative writing groups. All activities will include a focus on literacy to ensure that students are receiving additional time increasing vocabulary recognition and reading comprehension. Houston ISD will monitor all participating middle and secondary students' progress to make sure they are on track academically and on track to graduate (e.g., by monitoring STAAR and Required End-of-Course (EOC) Exams for middle school students; and the Required End-of-Course (EOC) Exams— Algebra I, English I, English II, Biology, and U.S. History—for high school students.

Site Coordinators and program staff will review student data to group students based on learner needs for targeted intervention and enrichment utilizing best practices in a student-centered, engaging learning environment using non-traditional methods to meet all participating students' needs. All participating sites will ensure that the student to staff ratio will be 22:1 or less. In areas where intensive remediation/intervention is warranted, the ratio may be less, approximately 16:1. According to Estacion, et. al. (2004), the student to teacher ratios of 16:1 to 22:1 have been shown to be more beneficial to students needing intensive academic assistance. The decision to adjust the student to staff ratio will be based on results from state-mandated assessments, teachers' feedback, and promotion/retention data by grading period. The final determination will be decided by the Site Coordinator, school administrator, and teacher, and the decision must be unanimous. When teachers select critical content to teach and are knowledgeable about and skilled with a variety of ways of presenting and assessing content learning, all students can benefit from the use of effective instructional practices or accommodations, including for students, of diverse backgrounds and at risk of academic failure (Subban, 2006).

Adapting instruction to meet student needs will be evident by such intervention strategies such as the following: (1) differentiated instruction that corresponds to the *Response to Intervention* (RtI) tiers. The use of interventions will be student-centered and based on information from student data. Such instructional strategies may be small group instruction for students in Tier II and Tier III; (2) implementation of regular school day modifications/accommodations into the after school tutorial block for students with special needs. Services will be provided for special needs students with coordinated consultation between the Texas ACE tutors and Special Education staff. Adapting instruction during the after school hours will be just as critical as adapting instruction during the regular school day for students with special needs; (3) the use of programs such as iStation to address students in need of reading interventions. The iStation program is designed to identify problem areas quickly and make the intervention strategies used to address them more effective; (4) the use of instructional strategies and modifications that allow English language learners (ELLs) to access an English language curriculum more effectively. These strategies may include accepting students' initial responses to vocabulary in native language and follow up by modeling in English, partnering ELL students with students more proficient in English and/or partners proficient in a common native language, and modeling and demonstrating the strategy first, then using guided practice and mixed-ability partner support before expecting independent application.

#### Schedule #17—Responses to TEA Program Requirements (cont.)

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**TEA Program Requirement 5a: Family Engagement, Family Engagement Specialist.** Describe the role of the required family engagement specialist position in providing families with active and meaningful engagement in their children's education and opportunities for literacy and related educational development. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Family Engagement Specialist will be a full-time position whose major responsibilities will be to (1) collaborate and consult with district and school based administrators to provide appropriate resources to assist with the creation and development of parent engagement plans, (2) support the development and sustainability of effective parent organizations in schools, (3) collaborate with district and school based staff to design and develop training for parent-children education programs, (4) train teachers, administrators, and staff in best parent involvement practices, (5) identify and coordinate community resources that correspond with parent and school needs, (6) assist schools with the design of parent involvement, as part of the school improvement process, using appropriate needs assessments, data management, analysis, and practices. The Family Engagement Specialist will assist centers with successful hosting of family engagement events that educate them about improving their health, meeting financial goals, and learning about community organizations such as Texas Workforce Commission, local Food Bank and area faith-based organizations.

The Family Engagement Specialist for the proposed Texas ACE project will work 12 months per year, a minimum of 40 hours per week and is expected to have prior experience as a Family Engagement Specialist, 21st Century Site Coordinator, or 21st Century District Coordinator. This person will be instrumental in assisting the Project Director and Site Coordinators in developing creative and effective ways to meet the needs of families who are served by the family support component of the program. They will seek and utilize community partners as vital resources for the family classes and activities held at the sites.

**TEA Program Requirement 5b: Family Engagement, Program Coordination.** Describe how the family engagement specialist will coordinate with the project director and site coordinator(s) to recruit participant families and assist in the coordination of family engagement strategies across all centers. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Family Engagement Specialist (FES) will routinely meet with the Project Director and Site Coordinators to implement family engagement strategies that encourage regular participation of families and adult participants in the program. The following strategies will be implemented across all centers:

- FES will network in the community on a regular basis to build partnerships and additional avenues for recruiting families to participate in the program.
- FES and Site Coordinators will present Texas ACE program information at campus events, PT/PTO and staff meetings to increase awareness of after-school activities and recruit families to participate.
- FES and Site Coordinators will conduct formal and informal surveys with students and parents on a regular basis to determine program effectiveness and satisfaction.
- FES, Project Director, and Site Coordinators will review parental feedback from surveys specifically to provide adult classes of interest at times and on days that work best for parents.
- FES will work closely with the district's Parent Engagement Department to offer a variety of activities to meet the needs and interest of parents.
- FES and Site Coordinators will develop a newsletter for parents to inform them of program activity's schedules, school events, upcoming community events, resources, and other topics of interest.
- FES will be a member of the Houston ISD Texas ACE Community Advisory Council.
- FES will attend family night activities at participating campuses to build positive relationships that support parents and other family members.
- In partnership with the district's Parent Engagement Department, the FES will host parent forums or discussion groups that allow parents to meet one another and discuss their concerns about child rearing and other family matters, informational sessions on topics such as STAAR Testing, Anti-Bullying, Effective Parent Teacher Conferences, Transitioning to Middle/High School, and College/Workforce Resources.

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**Schedule #17—Responses to TEA Program Requirements (cont.)**

County-district number or vendor ID: 101912

Amendment # (for amendments only):

**TEA Program Requirement 5c: Family Engagement, Activities.** Describe the types of family engagement activities planned, when/where they will be offered, and the identified student and family needs that the activities address. Describe how the planned activities address the needs of working families; provide parents with opportunities for active and meaningful engagement in their children's education; and provide families with opportunities for literacy and related educational development. Describe additional resources that will be used to provide family engagement activities. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

A substantial evidence base exists to suggest that family engagement and afterschool programs are likely an effective combination: Family engagement in children's education at home, school, and afterschool (Afterschool Alliance, 2008; Hill & Tyson, 2009; Kreider et al., 2007; Mo & Singh, 2008) and youth participation in enriching afterschool programs have both been shown to foster a wide range of school success outcomes (Durlak & Weissberg, 2010).

The ten Houston ISD Texas ACE centers plan to address family engagement by scheduling activities that meet the needs of the family and parents of participating students. The targeted population for the proposed project includes approximately 6,800 youth, in grades K-12, and 3,000 adults across the 10 participating campuses. Each campus will serve approximately 175-200 students on a regular basis based on campus needs data and interest surveys.

Parents will be encouraged to increase their involvement in their child's education by participating in family-centered activities, as well as using skills they will learn in literacy classes, etc. to read stories, assist with homework and other learning activities at home. With the assistance of the Family Engagement Specialist, Site Coordinators will implement program activities for families that meet their needs on the school campus. Parents and other family members will be able to interact with program staff without having to be inconvenienced by going to other locations. According to Harris and Weimer (2004), research and evaluation findings are demonstrating the benefits of engaging families in after school time. Such engagement is associated with (1) increased family involvement in children's education and school, (2) improved relationships between parents and children, and (3) improved implementation and outcomes for after school programs. Parental engagement funds from Title I will be used to provide resources and supplies for parents to use during parent engagement activities. Families are critical partners in the recruitment and retention efforts of afterschool and summer learning programs. They are often a program's best ambassadors, not only in encouraging their children to participate but also in reaching out to other families to help them understand the importance of participation in afterschool programming (Lauver & Little, 2005). Family engagement in afterschool programs can also support more positive parent-child relationships at home. A review of nonexperimental afterschool and summer program evaluations examining family involvement found that parents who volunteer with programs report feeling closer to their children (Harris & Wimer, 2004).

Family and parental support programs and activities that will increase parents and families involvement in their children's education will include the following activities: adult education programs, college/career awareness, computer literacy, community resources connection, family literacy, family economic planning activities, families as partners with the school in planning child's education, parent conferences, parent surveys to determine parents' needs, parent volunteers, parent/student STAAR night, parent/family nights with academic focus, translation services, parenting support group, teen parent support group, and school improvement planning. Some parent activities will be offered on the campuses both during the school day and after-school. There will be evening activities on scheduled nights throughout the school year.

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**Schedule #18—Equitable Access and Participation**

County-District Number or Vendor ID: 101912

Amendment number (for amendments only):

**No Barriers**

#	No Barriers	Students	Teachers	Others
000	The applicant assures that no barriers exist to equitable access and participation for any groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Gender-Specific Bias**

#	Strategies for Gender-Specific Bias	Students	Teachers	Others
A01	Expand opportunities for historically underrepresented groups to fully participate	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
A02	Provide staff development on eliminating gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A03	Ensure strategies and materials used with students do not promote gender bias	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
A04	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of gender	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
A05	Ensure compliance with the requirements in Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of gender	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
A06	Ensure students and parents are fully informed of their rights and responsibilities with regard to participation in the program	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
A99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Cultural, Linguistic, or Economic Diversity**

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B01	Provide program information/materials in home language	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B02	Provide interpreter/translator at program activities	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B03	Increase awareness and appreciation of cultural and linguistic diversity through a variety of activities, publications, etc.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
B04	Communicate to students, teachers, and other program beneficiaries an appreciation of students' and families' linguistic and cultural backgrounds	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B05	Develop/maintain community involvement/participation in program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B06	Provide staff development on effective teaching strategies for diverse populations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B07	Ensure staff development is sensitive to cultural and linguistic differences and communicates an appreciation for diversity	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
B08	Seek technical assistance from education service center, technical assistance center, Title I, Part A school support team, or other provider	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B09	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B10	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B11	Involve parents from a variety of backgrounds in decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

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**Schedule #18—Equitable Access and Participation (cont.)**

County-District Number or Vendor ID: 101912

Amendment number (for amendments only):

**Barrier: Cultural, Linguistic, or Economic Diversity (cont.)**

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B12	Offer "flexible" opportunities for parent involvement including home learning activities and other activities that don't require parents to come to the school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B13	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B14	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B15	Provide adult education, including GED and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B16	Offer computer literacy courses for parents and other program beneficiaries	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B17	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B18	Coordinate with community centers/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B19	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B20	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B21	Ensure compliance with the requirements in Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, national origin, and color	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B22	Ensure students, teachers, and other program beneficiaries are informed of their rights and responsibilities with regard to participation in the program	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B23	Provide mediation training on a regular basis to assist in resolving disputes and complaints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Gang-Related Activities**

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C01	Provide early intervention	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
C02	Provide counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C04	Provide flexibility in scheduling activities	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
C05	Recruit volunteers to assist in promoting gang-free communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C06	Provide mentor program	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C07	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

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**Schedule #18—Equitable Access and Participation (cont.)**

County-District Number or Vendor ID: 101912		Amendment number (for amendments only):		
<b>Barrier: Gang-Related Activities (cont.)</b>				
#	Strategies for Gang-Related Activities	Students	Teachers	Others
C08	Provide community service programs/activities	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
C09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C10	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C11	Establish collaborations with law enforcement agencies	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
C12	Provide conflict resolution/peer mediation strategies/programs	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C14	Provide training/information to teachers, school staff, and parents to deal with gang-related issues	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
C99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Barrier: Drug-Related Activities</b>				
#	Strategies for Drug-Related Activities	Students	Teachers	Others
D01	Provide early identification/intervention	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
D02	Provide counseling	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D04	Recruit volunteers to assist in promoting drug-free schools and communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D05	Provide mentor program	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D06	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
D07	Provide community service programs/activities	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D08	Provide comprehensive health education programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D10	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D11	Develop/maintain community collaborations	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
D12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
D14	Provide training/information to teachers, school staff, and parents to deal with drug-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Barrier: Visual Impairments</b>				
#	Strategies for Visual Impairments	Students	Teachers	Others
E01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E02	Provide program materials/information in Braille	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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**Barrier: Visual Impairments**

#	Strategies for Visual Impairments	Students	Teachers	Others
E03	Provide program materials/information in large type	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E04	Provide program materials/information in digital/audio formats	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E05	Provide staff development on effective teaching strategies for visual impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E06	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
E07	Format materials/information published on the internet for ADA accessibility	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Hearing Impairments**

#	Strategies for Hearing Impairments			
F01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F02	Provide interpreters at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F03	Provide captioned video material	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F04	Provide program materials and information in visual format	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F05	Use communication technology, such as TDD/relay	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F06	Provide staff development on effective teaching strategies for hearing impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F07	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
F99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Learning Disabilities**

#	Strategies for Learning Disabilities	Students	Teachers	Others
G01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G02	Expand tutorial/mentor programs	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G03	Provide staff development in identification practices and effective teaching strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G04	Provide training for parents in early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
G99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Other Physical Disabilities or Constraints**

#	Strategies for Other Physical Disabilities or Constraints	Students	Teachers	Others
H01	Develop and implement a plan to achieve full participation by students with other physical disabilities or constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H02	Provide staff development on effective teaching strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H03	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
H99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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**Schedule #18—Equitable Access and Participation (cont.)**

County-District Number or Vendor ID: 101912

Amendment number (for amendments only):

**Barrier: Inaccessible Physical Structures**

#	Strategies for Inaccessible Physical Structures	Students	Teachers	Others
J01	Develop and implement a plan to achieve full participation by students with other physical disabilities/constraints	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J02	Ensure all physical structures are accessible	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
J99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Absenteeism/Ttruancy**

#	Strategies for Absenteeism/Ttruancy	Students	Teachers	Others
K01	Provide early identification/intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K02	Develop and implement a truancy intervention plan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K04	Recruit volunteers to assist in promoting school attendance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K05	Provide mentor program	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K06	Provide before/after school recreational or educational activities	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K07	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K08	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K09	Develop/maintain community collaborations	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
K10	Coordinate with health and social services agencies	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
K11	Coordinate with the juvenile justice system	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
K12	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: High Mobility Rates**

#	Strategies for High Mobility Rates	Students	Teachers	Others
L01	Coordinate with social services agencies	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
L02	Establish collaborations with parents of highly mobile families	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L03	Establish/maintain timely record transfer system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Lack of Support from Parents**

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M01	Develop and implement a plan to increase support from parents	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M02	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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**Schedule #18—Equitable Access and Participation (cont.)**

County-District Number or Vendor ID: 101912		Amendment number (for amendments only):		
<b>Barrier: Lack of Support from Parents (cont.)</b>				
#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M03	Recruit volunteers to actively participate in school activities	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M04	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M05	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M06	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M07	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M08	Provide program materials/information in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M09	Involve parents from a variety of backgrounds in school decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M10	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M11	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M12	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M13	Provide adult education, including GED and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M14	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M15	Facilitate school health advisory councils four times a year	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Barrier: Shortage of Qualified Personnel</b>				
#	Strategies for Shortage of Qualified Personnel	Students	Teachers	Others
N01	Develop and implement a plan to recruit and retain qualified personnel	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
N02	Recruit and retain personnel from a variety of racial, ethnic, and language minority groups	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
N03	Provide mentor program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N04	Provide intern program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N05	Provide an induction program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N06	Provide professional development in a variety of formats for personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N07	Collaborate with colleges/universities with teacher preparation programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Barrier: Lack of Knowledge Regarding Program Benefits</b>				
#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P01	Develop and implement a plan to inform program beneficiaries of program activities and benefits	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
P02	Publish newsletter/brochures to inform program beneficiaries of activities and benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

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**Schedule #18—Equitable Access and Participation (cont.)**

County-District Number or Vendor ID: 101912

Amendment number (for amendments only):

**Barrier: Lack of Knowledge Regarding Program Benefits (cont.)**

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P03	Provide announcements to local radio stations, newspapers, and appropriate electronic media about program activities/benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Lack of Transportation to Program Activities**

#	Strategies for Lack of Transportation	Students	Teachers	Others
Q01	Provide transportation for parents and other program beneficiaries to activities	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q02	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q03	Conduct program activities in community centers and other neighborhood locations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Other Barriers**

#	Strategies for Other Barriers	Students	Teachers	Others
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			

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**Schedule #19—Private Nonprofit School Participation**

County-District Number or Vendor ID: 101912			Amendment number (for amendments only):		
<b>Part 1: Private Nonprofit School Contacts.</b> This part is required regardless of whether any private nonprofit schools are participating in the program. For <i>statewide</i> teacher training programs or <i>statewide</i> student instructional programs, refer to the list of private nonprofit school association contacts posted on the <u>Applying for a Grant</u> page.					
<b>Total Nonprofit Schools within Boundary</b>					
Enter total number of private nonprofit schools within applicant's boundary (enter "0" if none): 102					
<b>Initial Phase Contact Methods</b>					
Required if any nonprofit schools are within boundary: Check the appropriate box below to indicate initial phase contact method.					
<input checked="" type="checkbox"/> Certified letter		<input checked="" type="checkbox"/> Documented phone calls		<input checked="" type="checkbox"/> Meetings	
<input checked="" type="checkbox"/> Fax		<input checked="" type="checkbox"/> Email		<input checked="" type="checkbox"/> Other method (specify): Web Page	
<b>Total Eligible Nonprofit Students within Boundary</b>					
Enter total number of eligible private nonprofit students within applicant's boundary (enter "0" if none): Data not available					
Check box only if there is no data available to determine the number of eligible students: <input checked="" type="checkbox"/>					
<b>Total Nonprofit Participants</b>					
Total nonprofit schools participating: 0		Total nonprofit students participating: 0		Total nonprofit teachers participating: 0	
No nonprofit schools participating: <input checked="" type="checkbox"/>		No nonprofit students participating: <input checked="" type="checkbox"/>		No nonprofit teachers participating: <input checked="" type="checkbox"/>	
<b>Part 2: Consultation and Services.</b> Remainder of schedule, Parts 2, 3, and 4, are required <i>only</i> if private nonprofit schools are participating.					
<b>Participant Consultation: Development and Design Phase Consultation Methods</b>					
Check the appropriate boxes to indicate development and design phase contact methods.					
<input type="checkbox"/> Certified letter		<input type="checkbox"/> Documented phone calls		<input type="checkbox"/> Meetings	
<input type="checkbox"/> Fax		<input type="checkbox"/> Email		<input type="checkbox"/> Other (specify):	
<b>Requirements Considered Per No Child Left Behind Act of 2001 (P.L. 107-110), Section 9501 (c)</b>					
<input type="checkbox"/> How children's needs will be identified					
<input type="checkbox"/> What services will be offered					
<input type="checkbox"/> How, where, and by whom the services will be provided					
<input type="checkbox"/> How the services will be academically assessed, and how the results of that assessment will be used to improve those services					
<input type="checkbox"/> The size and scope of the equitable services to be provided to the eligible private nonprofit school children, and the proportion of funds that is allocated under subsection (a)(4) for such services					
<input type="checkbox"/> The methods or sources of data that are used under subsection (c) and section 1113(c)(1) to determine the number of children from low-income families in participating school attendance areas who attend private nonprofit schools					
<input type="checkbox"/> How and when the organization will make decisions about the delivery of services to such children, including a thorough consideration and analysis of the views of the private nonprofit school officials on the provision of services through a contract with potential third-party providers					
<input type="checkbox"/> How, if the organization disagrees with the views of the private nonprofit school officials on the provision of services through a contract, the organization will provide in writing to these officials an analysis of the reasons why the organization has chosen not to use a contractor					
<input type="checkbox"/> Other (specify):					

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**Schedule #19—Private Nonprofit School Participation (cont.)**

County-District Number or Vendor ID: 101912

Amendment number (for amendments only):

**Part 3: Services and Benefits Delivery****Designated Places/Sites**☐ Public school☐ Private nonprofit school☐ Neutral site☐ Other (specify):**Designated Times**☐ Regular school day☐ Before school day☐ After school day☐ Summer vacation☐ Other (specify):**Part 4: Selection Criteria/Activity Timeline**

#	Private Nonprofit School Name/ Number of Students and Teachers	Selection Criteria	Major Activities	Activity Begin/ End Date
1	School name:	Activity #1 selection criteria	Activity #1 major activities	Activity #1 begin date
	# of students:    # of teachers:			Activity #1 end date
2	School name:	Activity #2 selection criteria	Activity #2 major activities	Activity #2 begin date
	# of students:    # of teachers:			Activity #2 end date
3	School name:	Activity #3 selection criteria	Activity #3 major activities	Activity #3 begin date
	# of students:    # of teachers:			Activity #3 end date
4	School name:	Activity #4 selection criteria	Activity #4 major activities	Activity #4 begin date
	# of students:    # of teachers:			Activity #4 end date
5	School name:	Activity #5 selection criteria	Activity #5 major activities	Activity #5 begin date
	# of students:    # of teachers:			Activity #5 end date

**Part 5: Differences in Program Benefits Provided to Public and Private Schools**

Select the one appropriate box below.

☐ There are no differences between the program benefits provided to the public school students and the private school students.☐ There are differences in program benefits to be provided to the public school students and the private school students. (Describe the differences and the reasons for the differences in the space provide below.)

Description of Difference in Benefits		Reason for the Difference in Benefits	
1		1	
2		2	
3		3	
4		4	
5		5	

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